

AN ANALYSIS OF COMMUNITY OPINION OF THE EFFECTIVENESS
OF THE EDUCATIONAL PROGRAM OF THE AUSTIN HIGH
SCHOOL, KNOXVILLE, TENNESSEE, 1955-1956

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BY
OTTIS T. HOGUE

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DEDICATION

TO

MELISSA, DOLORES, PAUL, "ANN," AND MOTHER

O. T. H.

ACKNOWLEDGEMENTS

The writer wishes to express his sincere thanks and appreciation to all who have contributed to the successful completion of this research. He wishes specifically to express direct gratitude and appreciation to the following: to the selected groups of (a) sixty-five; (b) forty; (c) thirty-five key students; to Mrs. G. J. Reece and her office force for mimeographing and assembling the questionnaires; to superintendent, T. N. Johnston, for his official approval and encouragement of the conduct of the study; and to Dr. Laurence E. Boyd and Dr. R. O. Johnson, Advisor and Co-advisor, respectively for their painstaking patience, directions, and guidance throughout the period of the research.

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CHAPTER I

INTRODUCTION

Rationale.--In the more recent years the American people have developed the philosophy that the educational program of their public schools is the primary and continuous concern of the total citizenry of any community which furnishes the children and youth for the elementary and high schools supported through public taxation.

It is of interest to note that this democratic concept of the cooperation and participation on the part of common and leading citizens, classroom teachers, parents, and school children and youth in determining the policies and practices of administering the public school has become the accepted and desirable pattern of "democratic action" pertaining to the affairs of public education in the United States.

The increased tempo of the desire and demand for citizen participation in setting the policies and practices of school administration and the evaluation of the educational arrangements and programs of the schools of the nation is evidenced in recent years by two major developments to wit: (a) by the holding of White-House Conferences of educators and citizens from every state in the Union, and (b) by the various Accreditation agencies' Criteria and Practices for Evaluating the schools. In this connection, the Southern Association's Cooperative Study of the Elementary School¹ poses these fundamental questions:

¹Southern Association's Cooperative Study in Elementary Education, Evaluating the Elementary School (Atlanta, 1951), p. 11.

What are the characteristics of a good school? What do the children do in a good school? How quiet and orderly are they? What experiences do they have? What part do parents have in the school's program? Perhaps, as you think about the characteristics of the good school you will want to find out what others believe.

Further, the Southern Association's Elementary Criteria affirms:

To achieve a good program, parents and teachers must plan together. And, too, the Cooperative Study of Secondary Schools in its Evaluative Criteria has a section on the Educational philosophy and objectives, with the major emphasis for utilizing what is the thinking of teachers, parents, citizens, and students on the problem within the crucial areas of the program of the school,"¹ with how well is democratic cooperation and participation used in the formulation and implementation of the policies and practices of the educational enterprise.

The pressures and tensions of the promising "outlook" of the public schools of the Southland where the writer is presently serving as a high school principal in a metropolitan area have served to focus his attention upon the ascertainment and utilization of concerted and crystalized public opinion in charting a sensible and fruitful course of action for the public schools of his city in the immediate future.

Hence, in fulfilling the partial requirements for the master of arts degree at Atlanta University as well as to bring to fruition his present Field-Service project, together with bringing fruitful information for the administration of the Austin High School, Knoxville, Tennessee, he is here proposing a research project in this area of

¹Cooperative Study of Secondary Schools, Evaluative Criteria (Washington, D. C., 1950)

school and community relations.

Statement of the Problem.--The major problem involved in this study was the analysis and interpretation of the opinions of sixty-five white and colored laymen, forty teachers, and thirty-five students, as identified by their reactions to the questionnaire "What do you think?" concerning the effectiveness of the present educational program, together with the projection of what they believe should be the emphasis of the educational program of the Austin High School, Knoxville, Tennessee, in years ahead.

Scope and Limitation of the Study.--There is inherently a two-fold limitation to this research, namely: (a) the extent to which all citizens, parents, and students were not contacted and have not participated and thereby constitute an universal expression of the effectiveness of the program of the Austin High School, and (b) the extent to which the indicated opinions may not represent the true beliefs of the respondents and/or the extent to which the respondents cannot clearly delineate the import of the questions asked.

Purpose of the Study.--The major purpose of this study was concerned with the analysis of the opinions of selected groups of the total population of Knoxville, Tennessee, who have a very definite concern with the calibre of the educational program presently and in the near future which the Austin High School of Knoxville, Tennessee, is administering for the benefit of the youth of that city. More specifically, the purposes of this study are characterized qualitatively and quantitatively by the separate statements which follow:

1. To determine the extent to which the educational program of Austin High School, in the light of community opinion, is providing learning experiences or should provide learning experiences in the area of earning a living.
2. To determine the extent to which the educational program of the Austin High School, in the light of community opinion, is providing or should provide learning experiences in the area of developing an effective personality.
3. To determine the extent to which the educational program of the Austin High School, in the light of community opinion, is providing or should provide learning experiences in the area of living healthfully and safely.
4. To determine the extent to which the educational program of the Austin High School, in the light of community opinion, is providing or should provide learning experiences in the area of managing personal finances wisely.
5. To determine the extent to which the educational program of the Austin High School, in the light of community opinion is providing or should provide learning experiences in the area of Spending leisure time wholesomely and enjoyably.
6. To determine the extent to which the educational program of the Austin High School, in the light of community opinion, is providing or should provide learning experiences in the area of taking an effective part in civic affairs.
7. To determine the extent to which the educational program of the Austin High School, in the light of community opinion, is providing or should provide learning experiences in the area of Preparing for marriage, home-making, and parenthood.
8. To determine the extent to which the educational program of the Austin High School, in the light of community opinion, is providing or should provide learning experiences in the area of making effective use of educational opportunities.
9. To formulate whatever implications, if any, for educational theory and practices as may be derived from the analysis and interpretation of the data collected through this research.

Definition of Terms.---The significant terms which have been used throughout this study are defined below.

1. The term "educational arrangements," as used in this study

refers to all of the physical facilities, personnel, and finances which are permissive or prescribed by law which are designed to furnish educational opportunity to children and youth.

2. The term "educational program" as used in this study refers to all of the curricular offerings, extra-curricular or co-curricular activities and auxiliary services which legally constitute the institutional program of the public schools as it seeks to serve the educational needs of children and youth.
3. The term "opinion" as used in this study refers to any more or less defined, either expressed or non-expressed, with its accompanying emotional coloring which to any degree motivates the type of reaction of the individual to a problem.
4. The term "policy" as used in this study refers to the clearly defined and accepted patterns of action designed to foster the effective administration of the educational program of the school.
5. The term "public relations" as used in this study refers to the two-fold conceptualized purposes expressed by Kyte:
 "(1)Keeping the public intelligently informed regarding the educational program and school conditions, (2) Appraising the school officials and employees of community conditions and the people's attitude toward the educational program."¹

Locale of Study.—Knoxville, Tennessee, the city in which Austin High School is located is the county seat of Knox County, Tennessee, and the commercial center of a large metropolitan district. Situated on the Tennessee River, it is near the center of that part of the United States which is east of the Mississippi River, an area that contains sixty-nine per cent of the country's population. The population of the city is approximately eighty per cent native white and fourteen and one-half per cent Negro, and the balance is foreign born.

¹George C. Kyte, The Principal at Work (New York, 1941), p. 256

Its industries are diversified, and no one industry counts for as much as one fifteenth of the total value of manufactured products. The coming of TVA has left few economic interests untouched, the establishment of the administrative offices in Knoxville, with hundreds of new employees, stimulated a revival in the real estate values and retail trade, both of which suffered rude shocks during the depression. Building of the dams created a demand for both labor and materials; the soil conservation and planned food programs led to definite improvements in agriculture; lowered rates and the possibilities of water transportation on the Tennessee River provided an added attraction to industrialists seeking the most desirable location for factories.

As for the future, it now seems likely that economic activities of the community will be more diversified and balanced than at various periods of the past. Wholesaling will probably continue as one, but not the most important business activity. It is probable, too, the marble industry will never be as important as in the 1890's and 1900's. Although there may be substantial growth in manufacturing industries, it seems more likely now that the big developments of the future will occur in the service industries designed to cater to the tourist and recreational groups.¹ Among the environmental factors considered here, perhaps none are more important in their implications for education, than are the factors which have been found to contribute most to the teaching of the proper uses of resources, both human and material.

Austin High School is the only senior high school for Negroes in

¹Knoxville Chamber of Commerce, Industrial and Commercial Survey (Knoxville, Tennessee, 1951).

the city of Knoxville, and since there is no high school for Negroes in Knox County, pupils are sent to the city schools after completing the eighth grade in the county. The enrollment for the past year in the three grades at Austin High School was five hundred and forty-eight, of which about six per cent came from Knox and Anderson Counties.

The larger number came from Knox County.

Austin High School is a member of the Southern Association of Colleges and Secondary Schools. It is comprehensive in its curricular offerings, which include such courses as college preparatory, business education, home-making, art, and vocational education. In addition to these courses there are offerings in driver education, band and choral music. Health and physical education is a required course; the various phases of health education are placed in the following categories: Health and Physical Education, Health service, the School Lunch program and Safety Education.

In 1952 a new building was erected to accomodate the growing enrollment and facilities were included to satisfy the demand for more courses in vocational education. At present, courses are offered in Auto Mechanics, Woodwork, Diversified Occupations, Brick Masonry, Commercial Cooking, Cosmetology, and Tailoring.

Organizations within the school are of two kinds; namely; those sponsored by the school, such as the Trade and Industrial Clubs, the Foreign Language Club, the Student Council, the New Home-makers of America, and the Business Education Club; the community groups which have in-school programs are: the Youth Council, the Girl Scouts, the Humane Society, the T-Teens and Hi-Y Clubs. Other extra-curricular

activities consist of foot-ball, basket-ball for boys and girls, and track. Guidance within the school is carried on through the Guidance Council, composed of a Guidance Counsellor, who is a part-time teacher; a Dean of Girls, also a part-time teacher; an adviser on vocations, who is coordinator of Vocations and Diversified Occupations teacher; the librarian, the Health teacher; two student members of the Student Council; and the principal.

The faculty is composed of twenty-four teachers, a librarian, a secretary, and the principal. All of the teachers hold the bachelor's degree with the exception of one trade teacher and five teachers hold the master's degree in their respective subject fields. To give special services to the students there are a doctor, a dentist, a nurse, and a home visitor. These persons work out of the central office. Besides these services, tests for auditory defects and tuberculosis are made regularly by the central office and City Board of Health.

Period of Study.---This research was carried out during the second semester and summer semester of the 1955-1956 school year, although much of the preliminary planning and orientation to the proposed problem took place in the Field-Service Project, Atlanta University, spring semester.

Method of Research.---The Descriptive-Survey Method of research, utilizing the specific techniques of the questionnaire and interview, was used to collect the necessary data required to fulfill the expressed purposes of this study.

Description of the Subjects.---The subjects involved in this study were a selected group of sixty-five Negro and White laymen, forty teachers, and thirty-five students who were vitally concerned about the educational

program of the schools of Knoxville.

The group of laymen was composed of adult citizens whose vocations included unskilled and skilled workers, Y. W. C. A. and Y. M. C. A. secretaries, lawyers, doctors, ministers and housewives. One housewife was president of the Austin High School Parent-Teacher Association. Her husband was president of the Austin Area Council, an organization which functions jointly with the Parent-Teacher organizations in the interest of the schools. Five respondents serve as members of the school board.

Of the teachers who filled out the questionnaire, all hold bachelor degrees, eight of them are in the midst of systematic post graduate work in pursuit of advanced degrees, with one holding the degree of Doctor of Philosophy.

Of the thirty-five students who filled out the questionnaire, twenty-eight hold Membership in the Austin High School National Honor Society, four were veterans who had returned to complete their high school work after having served in the Armed Forces, and three were senior members of the student council.

Description of the Instrument.¹ -- The basic instruments used in this research were the questionnaire and interview. The specific data gathering instruments were: (a) the questionnaire series: "What Do You Think?", of the How To Conduct the Follow-Up Study, developed by the

¹Kenneth B. Henderson and John E. Goewitz, How To Conduct the Follow-Up Study, Questionnaire Series: "What Do You Think?" Illinois Secondary School Curriculum Program, Bulletin 11, 1950.

Illinois Secondary School Curriculum Program.

The questionnaire was used to get the reactions of the subjects to the various purposes of the school; and the interview was used where there was need for clarification of the intent and/or responses to items on the questionnaire.

Criteria for Evaluating Objectives.--Smith, Stanley, and Shores state the following criteria for evaluating school objectives; they propose that:² "If proposed educational objectives are to be considered to be sound, they must:

1. be conceived in terms of demands of social circumstances;
2. be consistent with democratic ideals;
3. lead toward fulfillment of basic needs;
4. be either consistent or non-contradictory in relationship with one another;
5. be capable of reduction to behavioristic terms.

More explicit criteria will be found in Appendix A.

Procedure.--The procedural steps used in the conduct of this research were as follows:

1. The related literature pertinent to this study was reviewed, summarized, and presented in the finished thesis copy.
2. Permission and approval from the Superintendent of schools of Knoxville, Tennessee, were obtained to conduct a study of this nature; for he is keenly interested in this research being done at this time.
3. It was decided to adopt and use the questionnaire:
How to Conduct the Follow-Up Study, developed by the

²B. Othaniel Smith, William O. Stanley, and J. Harlan Shores, Fundamentals of Curriculum Development, (New York, 1950).

Illinois Secondary Curriculum Program, using the specific questionnaire: What Do You Think? as the major data gathering instrument, together with interviews wherever indicated.

4. The questionnaire was distributed to sixty-five Negro and White laymen, forty teachers, and thirty-five students, whose reaction to the questionnaire constitute the main source of data.
5. The data from the questionnaire and interviews were assembled in appropriate tables which, in turn, were statistically treated as to frequency, per cent, and index of importance for each item on the questionnaire.
6. The findings, conclusions, implications, and recommendations stemming from the analysis and interpretation of the data are presented in the finished copy.
7. The Index of Importance was calculated for each of the problems by weighing the percentages as follows:

Per cent indicating "very important" x 3
 Per cent indicating "important" x 2
 Per cent indicating "not particularly important" x 1
 Total divided by 100 equals Index of Importance.

If the Index of Importance was substantially above two point zero, it is obvious that there was a favorable concensus toward the school program. If, on the other hand, such a concensus did not exist it is apparent that this aspect of real-life problem should be abandoned or a public relations program should be initiated to sell the program to the community.

Collection of the Data.---Letters with reply cards were sent to one hundred and fifteen Negro and White laymen asking them to participate in the study by filling out the questionnaire. One hundred and three reply cards were returned and of this number three persons indicated that they would not be able to fill out the questionnaire. Lay citizens who had expressed a willingness to participate in the study were sent

questionnaires and of the total number sent eighty-three or 80.58 per cent were returned.

Value of the Study.—It is hoped that the following probable value may be derived from the findings of this study:

1. The data present an array of objective information pertaining to expressed opinions of the citizenry of Knoxville, Tennessee, about the effectiveness of the educational program of the Austin High School, in particular, and what is expected of all of the schools of the city, in general.
2. The contact of a sizable number of the citizenry of Knoxville, Tennessee, through the use of the questionnaire may serve to quicken the enthusiasm of the citizenry for cooperation and participation in thinking through the problems connected with the public schools of the city.

Related Literature.—At this point, for a frame of reference of this problem which is centered in the concept of democratic community relationships, several of the more significant abstractions and/or quotations from the related literature pertaining to the problem are presented below.

The policies, objectives, and responsibilities of the school should be known and understood by the community at all times, for as Hedlund¹ states:

Schools in America belong to the people, and on many occasions it would be highly advantageous for boards of education and superintendents of schools to know precisely what the people in their communities think with respect to the various educational issues. Scientific polling, therefore, can help the educator by making articulate the wishes of his community and thus reducing the lag that always exist between a society and its institutions.

¹Paul A. Hedlund, "Measuring Public Opinion on School Issues," The American School Board Journal, CXI (April, 1948), p. 29.

The American Association of School Administrators¹ has this to say about the opinionated approval of the educational program by the public:

The desired effect on attitude or opinion should come as incidental to some activity in which the people are interested and which is recognized as worthwhile in itself. The incidental quality does not mean that the public relations program cannot be planned; it means instead that it must be carefully planned around those features of the educational program which school patrons consider in the appraisal of their schools.

It is the concensus of opinion of various authors who have studied the aspects of "School-Community Relationships" that the school can do much toward bringing closer the efforts of the school and community in their mutually important task of providing an adequate and effective educational program for children and youth.

The democratic practice in "School-Community Relations" is described thusly by Englehardt and Overn:²

One must never overlook the fact that all citizens of a community are teachers as they perform many of their daily tasks. Every person irrespective of his background has an educational philosophy, for he lives life and observes other people living theirs. Hence, the schools must be tolerant to those citizens who are convinced that they know what the schools should do and help them in their understanding of the complexity of school work. The schools must solicit the cooperation of the citizens and serve to help them.

For the schools, the survey of opinion is inherently a participatory activity, with the parent-pupil-teacher-citizen participation the key to a more democratic and hence a better school, for as Hand

¹The American Association of School Administrators, Public Relations for American Schools, Twenty-eighth Yearbook, p. 29.

²Fred Englehardt and V. O. Overn, Secondary School Principles and Practices (New York, 1937), p. 600.

states:¹

It is axiomatic that more democratic schools can be only to the degree that parents and teachers are able to constitute themselves a working unit. To achieve such a working unit, it is necessary for the teacher and parent to understand one another in reference to all important considerations which have a bearing on the work of the school. Not only must teachers understand parents, and vice versa, but teachers must be aware of the views of their colleagues, and parents must discover the associated opinions of their fellow patrons, if the basis for effective home-school unity is to be had.

In connection with this, Alberty¹ states:

On the positive side there is a strong movement toward the improvement of school-community relations through the development of community and social councils, the strengthening of Parent-Teacher organizations, and the enlisting of laymen in participatory activity in curriculum development programs.

The interaction between the school and community is inevitable in a democratic society, since the school is a part of that society. Moehlman² says:

The reaction of the community to the school, and the influences of the school upon the community are a continuous process. In general, the public school should seek to avoid any competition with other legally organized community activities, since it has a sufficiently large responsibility within its own general program. But the school cannot exist as a single agency: safety in democratic practices is best achieved by distributing the formal and informal responsibility among a number of institutions and agencies. Granting this premise, it follows that the public school in a democracy must cooperate with other agencies to achieve greater social effectiveness.

A "public opinion" survey was conducted among the members of the American Association of School Administrators, and the findings

¹ Harold Alberty, Reorganizing the High School Curriculum, (New York, 1953), p. 20.

² Arthur B. Moehlman, School Administration (New York, 1951), p. 114

were reported in the Thirteenth Yearbook of the American School

Superintendency.¹ Some significant points-of-view are written below:

1. The school has a special assignment from society which requires that the instruction be protected from temporary community influences. It is necessary, therefore, for the school system to seek deliberately to keep at a minimum its contacts with non-school agencies.
2. The school is a part of the current social scene while its functions require some isolation, it should draw upon the community for information and experiences which can be useful in instruction. Contact, therefore, must be maintained with a selected group of non-school agencies.
3. While holding fast to the good from the past in American life, the school deliberately should seek to improve community life and to adapt itself to meeting effectively changing social conditions. There will be necessarily a large number of school community relationships, cooperative in nature, mutually influential both upon the school and the community.

It was found in this study that only about one per cent of the superintendents believed that the school should be an institution isolated from the influences of the community, but six per cent of the rural superintendents and two per cent of the city superintendents were in communities where the schools were so isolated.²

However, about eleven per cent of the superintendents, forty-six per cent of the rural superintendents and forty-five per cent of the city superintendents reported that the typical practice was a partial

1

American Association of School Administrators, The American School Superintendency, Thirteenth Yearbook (Washington, D. C., 1952), p. 129.

2

American Association of School Administrators, The American School Superintendency, Thirteenth Yearbook (Washington, D. C., 1952), p. 129.

isolation of the schools, with some contact with non-school agencies.¹

Whereas, about eight per cent of the superintendents favored a large degree of school and community interaction and mutual influence, only forty-eight per cent of the rural and fifty-three per cent of the urban superintendents reported such interaction actually existed in their own communities.²

Lay participants should be brought into regular contact with the professional staff of the school and, to some extent with the students. Krug³ believes that lay and student participation is of a vital necessity to the functioning of a well planned educational program. He emphasized this importance thusly:

Lay participation and student participation can be tied together by urging the children and youth in school to take some part in community discussions of educational purposes. Sometimes it may be a group of youth in school who can get their church, labor group or business group interested in discussing education. Or we may employ a group of high school graduates to see what leads to curriculum planning may be revealed.

Krug⁴ further states that:

It should be also remembered that it is this first aspect of curriculum planning that the people can and should play their most significant role. Lay citizens, untrained in techniques of professional education, are not competent to go far into the question of how things should be taught; but they are and should be very important in deciding what is that should be taught. On overall philosophy and guiding objectives lay people should not only be "invited in" they should be gone to and sought out

¹
American Association of School Administrators, The American School Superintendency, Thirteenth Yearbook (Washington, D. C., 1952), p. 129.

²
Ibid., p. 129

³
Edward A. Krug, Curriculum Planning (New York, 1950) p. 21

⁴
Ibid., p. 68

for their contribution.

The best type of school-community relations is based on two-way communication. The school and the community must interchange information to function at optimum efficiency in a dynamic society. If anything important is to be done there must be a systematic cooperation and communication among boards, administrators, teachers and parents.

A more definite statement by Leonard ¹ expresses the same idea:

In recent years the schools have become increasingly conscious of the parents' role in the education of their children. Due in part to the larger numbers of pupils with the resultant problems of housing limitations and teacher shortage, to the greater sense of social responsibility, and to attacks upon the public schools, parents have rapidly entered into the life and problems of their local schools. Beyond the conventional Parent-Teacher organizations, which have long served education well, parent groups have begun to concern themselves with the problems of their schools in such major areas as buildings, finances, and curriculum.

The success or failure of the school's program is reflected in the principal. He must furnish leadership for curriculum improvement and good public relations in his community. A requirement for a good public relations program is that the principal play an important role in seeing that the community be continually informed of the school's program.

Moehlman² sums it up in this manner:

The school at work is a highly complicated technical organization. Further complications due to size of the community, population make-up, education levels, and the range of public activities. The program of public school relations is to keep the public fully informed in spite of the obstacles in the way.

1

J. Paul Leonard, Developing the Secondary School Curriculum, (New York, 1953), pp. 351-352.

2

Arthur B. Moehlman, Public School Relations (New York, 1927), p. 14

The solution calls for continuous information that is true, frequently presented, understandable to all, and accessible to everyone in the community. The interpretation of facts carefully gathered, conscientiously analyzed, and truthfully presented is the basis of the substantial public relations program.

Douglas¹ expresses a similar point-of-view concerning the public relations program in the following statement:

The principal should study his community, its resources, keep it informed regarding the work of the school. The public is too busy to find out by its own efforts just what the schools are doing, therefore, they should be informed by those in whom the administration of the school is placed.

Concerning the role of the principal in community relationships Otto² states the following:

Another phase of the principal's work is community leadership. The elementary principal, because of the respected position which he occupies in the minds of his patrons, is strategically situated to interpret the work of the schools to the people regarding the school, and keep the public constantly informed and intelligent about the changes which are occurring in the practices of the school.

Summary of Related Literature.--The review of the related literature pertaining to the problem which is centered in the concept of democratic community-school relationships, and which is directly concerned with the opinions of the community in regards to the effectiveness of the educational program, has revealed that there is a general agreement that in a democratic society, the community, which includes lay people, school personnel and students, has a definite obligation to concern

1

Harl R. Douglas, Organization and Administration of the Secondary Schools (New York, 1945) p. 508.

2

Henry J. Otto, Elementary School Organization and Administration (New York, 1952), p. 20.

itself with the promotion of a more effective program.

With reference to the importance of this mutual responsibility, writers in the field set forth the following concepts:

1. Citizens are becoming increasingly conscious of the importance of cooperative effort on the part of the public in the maintenance of better schools.
2. The educational program of the public schools is the primary and continuous concern of the total citizenry of any community.
3. In a democratic society, in order to aid in providing educational facilities for the schools, it is the right of patrons and other lay people to know what the schools are trying to accomplish.
4. It is the duty of the principal as an administrator to keep the public in touch with factual information concerning the school's needs and program.

Illustrative of the professional thinking upon the problem of bringing the school and the community together in an effort to provide an adequate educational program for all, are the significant statements which follow:

Hand states:

It is axiomatic that more democratic schools can be only to the degree that parents and teachers are able to constitute themselves a working unit. To achieve such a working unit, it is necessary for the teacher and parent to understand one another in reference to all important considerations which have a bearing on the work of the school. Not only must teachers understand parents, and vice versa, but teachers must become aware of the views of their colleagues, and parents must discover the associated opinions of their fellow patrons, if the basis for effective home-school unity is to be had.

Krug makes this comment on curriculum planning:

It should also be remembered that it is this first aspect of curriculum planning that the people can and should play their most significant role. Lay citizens, untrained in techniques of professional education, are not competent to go far into the question of how things should be taught; but

they are and should be very important factors in deciding what it is that should be taught. On overall philosophy and guiding objectives lay people should not only be "invited in," they should be gone to and sought out for their contribution.

Douglas says this of the principal:

The principal should study his community, its resources, and keep it informed regarding the work of the school. The public is too busy to find out by its own efforts just what the schools are doing, therefore, they should be informed by those in whom the administration of the school is placed.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Organization and Treatment of Data.---The procedure used in this chapter for the presentation, analysis and interpretation of the data derived from the administration of the Illinois Follow-Up Questionnaire: "What Do You Think?" to groups of layment, teachers, and students of the Austin High School, Knoxville, Tennessee, 1955-56, was as follows:

First, the responses on the returned questionnaires were tabulated to find out to what extent the individuals of the respective three groups--sixty-five layment, forty teachers, and thirty-five students--had given answers to each of the fifty-six problems proposed thereon. Second, the data responses for each of the fifty-six problems were assembled into appropriate Tables with the frequencies, per cents, and indices of importance computed in each instance. Third, conclusions were formulated for each of the fifty-six problems to determine to what extent the "evaluations" of the subjects warranted revisions and/or modifications.

The basic data themselves as derived from the reactions of the subjects to the fifty-six (56) "real life" problems were organized for presentation and interpretation under the eight (8) captions below:

1. Area of earning a living.
2. Area of developing an effective personality.
3. Area of living healthfully and safely
4. Area of managing personal finances wisely
5. Area of spending leisure time wholesomely and enjoyably.
6. Area of taking an effective part in civic affairs.
7. Area of preparing for marriage, home-making and parenthood.
8. Area of making effective use of educational opportunities.

The analysis and interpretation of the data will follow, in turn, the order of the above captions.

Area of Earning a Living

Area of Earning a Living.--The data on the area of earning a living as derived from the responses of the three groups--sixty-five laymen, forty teachers, and thirty-five students of the community and school population of Austin High School, Knoxville, Tennessee, 1955-56--are presented in Tables 1 through 6.

The problem of obtaining Vocational Information.--Table 1, page 23, presents the data on the responses of the three groups of subjects to the question: Do you think the high school should help pupils secure adequate information about vocations? The data in Table 1 indicate that there was 100 per cent "yes" responses for each of the three groups. None of the three groups registered either "uncertain" or "no" responses.

The Indices of Importance for the groups were found to be as follows: 2.90 for the teachers, 2.74 for the students, and 2.95 for the laymen. The overall data would justify the conclusion that the public and the school populations expect the school to provide this service to the students.

The Problem of Discovering Vocational Interests and Abilities.--Table 2, page 24, presents the data on the responses to the question: "Do You think the high school should help pupils discover their vocational interests and abilities?" The data in Table 2 indicate the following: 100 per cent "yes" responses for the teachers, 97.1 per cent "yes" responses and 2.9 per cent "uncertain" responses for the students, and 100 per cent "yes" responses for the laymen.

The Indices of Importance found to be as follows: for the teachers 2.93, for the students 2.68 and for the laymen 2.92. With the exception

TABLE 1

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS SECURE ADEQUATE INFORMATION ABOUT VOCATIONS?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956

Groups	Number and Per Cent of Responses			Index of Importance
	Yes	Uncertain	No	
Teachers	40 100	--	--	2.90
Students	35 100	--	--	2.74
Laymen	65 100	--	--	2.95

of one "uncertain" response from the student group, there seemed to be a unanimous approval that the respondents expected the school to provide information which would aid the pupils in discovering their vocational interest and abilities.

The Problem of Wise Choice of Occupation.---The results of the responses to the question: "Do you think the high school should help pupils make a wise occupation choice?" are shown in Table 3, page 25, it will be observed that 100 per cent of the teachers gave 100 per "yes" responses; for the students 85.7 "yes" responses, 8.6 "uncertain" responses, and 5.7 "no" responses; for the laymen 100 per cent "yes" responses.

The Indices of Importance were found to be as follows: teachers, 2.75; students, 2.41; laymen, 2.91, which seemed to indicate that there was a diversity of opinion as to the importance of the school in making

TABLE 2

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS DISCOVER THEIR VOCATIONAL INTERESTS AND ABILITIES?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses			Index of Importance
	Yes	Uncertain	No	
Teachers	40 100	--	--	2.83
Students	34 97.1	1	2.9	2.68
Laymen	65 100	--	--	2.92

occupational choices.

The Problem of Preparing for Chosen Vocations.--Table 4, page 26, presents the data derived from the responses to the question: "Do you think the high school should help pupils prepare for their chosen vocations?" It will be noted that the students gave 88.5 per cent "yes" responses, 8.6 "uncertain" responses and 2.9 "no" responses; for the teachers there were 100 per cent "yes" responses and for the laymen 100 per cent "yes" responses.

The Indices of Importance were found to be as follows: 2.78, 2.58 and 2.92 for the teachers, students and laymen, respectively which would lead one to conclude that the majority of all three groups is in agreement as to the importance of the school helping pupils prepare for their chosen vocations.

The Problem of Developing Good Work Habits.--The results of the responses to the question: "Do you think the high school should help

TABLE 3

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS MAKE A WISE OCCUPATIONAL CHOICE:" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.75
Students	30	85.7	3	8.6	2	5.7	2.41
Laymen	65	100	--	--	--	--	2.91

pupils develop good work habits?" are found in Table 5, page 27. As is shown in this Table the students' reactions to the question of helping to develop good work habits was 97.1 per cent "yes" responses, and 2.9 "uncertain" responses. The teachers gave 100 per cent "yes" responses and the laymen gave 100 per cent "yes" responses.

The Indices of Importance were: 2.88, 2.71, and 2.93 for the teachers, students and laymen, respectively which appears to indicate that the program of helping the pupil develop good work habits meets with the approval of the community.

The Problem of Getting a Job and Making Good in It.—Table 6, page 27, which deals with the question: "Do you think the high school should help pupils get a job and make good in it?" indicates, according to the data, that there is some doubt as to the school providing this service. The data showed that the teachers responded 62.5 per cent "yes", 25 per cent "uncertain", and 12.5 per cent "no;" students gave responses of

TABLE 4

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS PREPARE FOR THEIR CHOSEN VOCATIONS?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	—	—	—	—	2.78
Students	31	88.5	3	8.6	1	2.9	2.58
Laymen	65	100					

45.7 per cent "yes," 40 per cent "uncertain," and 14.3 per cent "no;" the laymen responded 81.5 per cent "yes" and 18.5 per cent "uncertain."

The indices of importance for the teachers, students, and laymen were 2.84, 2.63, and 2.94, respectively.

The lowered per cent of the public and school population was not significantly in favor of the school helping the pupils get jobs and make good in them. This is in keeping with statements made by several persons who were interviewed that the school should help pupils in getting jobs, but it was not the task of the school to see that the pupils were successful in their jobs.

The overall facts presented in this category tend to show that the public is highly in favor of the school offering instruction that would help pupils in earning a living. This is significant when one considers that the high school offers a terminal program for a large per cent of our students.

TABLE 5

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS DEVELOP GOOD WORK HABITS?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.88
Students	34	97.1	1	2.9	--	--	2.71
Laymen	65	100	--	--	--	--	2.93

TABLE 6

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS GET A JOB AND MAKE GOOD IN IT?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	25	62.5	10	25	5	12.5	2.90
Students	16	45.7	14	40	5	14.3	2.74
Laymen	53	81.5	12	18.5	--	--	2.94

Developing an Effective Personality

Area of Developing an Effective Personality.-- The data on the area of developing an effective personality as derived from the responses of the three groups--sixty-five laymen, forty teachers, and thirty-five students--are presented in Tables 7 through 16.

The Problem of Acquiring Good Manners, Poise, and Self-Confidence.---

Table 7, page 29, presents the data on the responses to the question: "Do you think the high school should help pupils acquire good manners, poise, and self-confidence?" The data in Table 7 indicate that the "yes" responses from the teachers were 100 per cent, from the students the responses were: 94.3 "yes," and 5.7 "uncertain;" the laymen also gave 100 per cent "yes" responses.

The Indices of Importance were as follows: 2.90 for the teachers, 2.70 for the students, and 2.95 for the laymen which appears to indicate that, according to the data, the community as a whole favors the school helping the pupil to acquire good manners, poise, and self-confidence.

The Problem of Helping the Pupils Improve Their Personal Appearances.---Table 8, page 29, gives the data on the responses of the three groups of subjects to the question: "Do you think the high school should help pupils improve their personal appearances?" The data in Table 8 indicate that the teachers gave 100 per cent "yes" responses while the students responded as follows: 91.4 per cent "yes" and 8.6 per cent "uncertain." The laymen also gave 100 per cent "yes" responses.

The Indices of Importance for the three groups were as follows: for the teachers 2.78, for the students 2.53, and for the laymen 2.91. It seems that the data in this Table would justify the conclusion that the community approves the school helping the pupil improve his personal appearance.

The Problem of Controlling Emotions and Conduct.---Table 9, page 30, presents the data derived from the responses to the question: "Do you

TABLE 7

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE GOOD MANNERS, POISE AND SELF-CONFIDENCE?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.90
Students	33	94.3	2	5.7	--	--	2.70
Laymen	65	100	--	--	--	--	2.95

TABLE 8

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS IMPROVE THEIR PERSONAL APPEARANCES?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.78
Students	32	91.4	3	8.6	--	--	2.53
Laymen	65	100	--	--	--	--	2.91

think the high school should help pupils control their emotions and conduct? The responses to this question from the students were as follows: 94.2 per cent "yes" responses, 2.9 "uncertain" responses, and 2.9 "no" responses. The laymen also gave 100 per cent "yes" responses.

TABLE 9

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO
YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS
LEARN TO CONTROL THEIR EMOTIONS AND CONDUCT?"
AS WAS OBTAINED FROM ONE HUNDRED AND FORTY
PARTICIPANTS IN THE OPINION STUDY,
KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.68
Students	33	94.2	1	2.9	1	2.9	2.36
Laymen	65	100	--	--	--	--	2.83

The Indices of Importance for the teachers, students, and laymen were 2.68, 2.36, and 2.83, respectively which seemed to give indications that the pupils did not feel that it was important for the school to help them in controlling their emotions and conduct.

The Problem of Helping Pupils Speak More Effectively and Enjoyably.--

Table 10, page 31, presents the data on the responses to the question: "Do you think the high school should help pupils speak more effectively and enjoyably?" The data in Table 10 indicate that the teachers were 100 per cent in favor of this aspect of the program, while the students gave 88.6 per cent "yes", 5.7 per cent "uncertain," and 5.7 per cent "no." The laymen also gave 100 per cent "yes" responses.

The Indices of Importance for the three groups were as follows: for the teachers 2.88, for the student 2.65, and for the laymen 2.95. The overall indices seem to indicate that the community favors the school helping the pupil speak more effectively and enjoyably.

TABLE 10

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE ABILITY TO SPEAK MORE EFFECTIVELY AND ENJOYABLY?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANDS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955 - 1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.88
Students	31	88.6	2	5.7	2	5.7	2.65
Laymen	65	100	--	--	--	--	2.95

The Problem of Writing More Effectively and Enjoyably.--Table 11, page 32, presents the data derived from the responses to the question: "Do you think the high school should help pupils acquire the ability to write more effectively and enjoyably?" To this question the teachers and laymen gave 100 per cent response in the affirmative. The data on the responses by the students were: 82.9 per cent "yes," 14.2 per cent "uncertain" and 2.9 per cent "no."

The Indices of Importance for the three groups were: for the teachers 2.90, for the students 2.59, and for the laymen 2.83. It is apparent that this type of program would be more effective if the students were made to feel that writing more effectively and enjoyably was more important.

The Problem of Reading More Effectively and Enjoyably.-- Table 12, page 33, presents the data derived from the responses to the question: "Do you think the high school should help pupils acquire the ability to

read more effectively and enjoyably?" The results of the responses to this question were: teachers 100 per cent "yes" responses; students 91.4 per cent "yes," 8.6 per cent "uncertain" and the laymen 100 per cent "yes."

TABLE 11

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE ABILITY TO WRITE MORE EFFECTIVELY?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.90
Students	29	82.9	5	14.2	1	2.9	2.59
Laymen	65	100	--	--	--	--	2.93

The Indices of Importance for the teachers, students and laymen were 2.83, 2.59 and 2.91, respectively. The data appear to warrant the conclusion that the people of Knoxville, Tennessee, are highly in favor of the school taking on the task of helping pupils to acquire the ability to read more effectively and enjoyably.

The Problem of Getting Along with Other People.--Table 13, page 33, presents the data on the responses of the three groups to the question: "Do you think the high school should help pupils acquire the ability to get along with other people?" The data indicate that the teachers gave 100 per cent responses as did the laymen. The student responses were as follows: 91.4 "yes," 2.9 "uncertain" and 5.7 "no."

TABLE 12

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE ABILITY TO READ MORE EFFECTIVELY AND ENJOYABLY?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.83
Students	29	82.9	5	14.2	--	--	2.59
Laymen	65	100	--	--	--	--	2.91

TABLE 13

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE ABILITY TO GET ALONG HAPPILY WITH OTHER PEOPLE?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Group	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.83
Student	32	91.4	1	2.9	2	5.7	2.56
Laymen	65	100	--	--	--	--	2.93

The fact that the three groups are in accord with this phase of the school's program is evident that the general belief that the school could help pupils in adjusting themselves to social contacts with their fellow

men is indicative of the fact that the acquirement of the ability to get along with others not only makes it possible to satisfy their basic personal needs, but also enables satisfactory social structures to exist among the people. The Indices of Importance for the three groups are shown on Table above.

The Problem of Developing Intellectual Interests.---Table 14, page 34, presents the derived data on the responses to the question: "Do you think the high school should help pupils develop intellectual interest in order to become more cultivated and cultured persons?" The results of the responses were as follows: teachers 100 per cent "yes," students 94.3 per cent "yes", 5.7 per cent "uncertain" and the laymen were 100 per cent also in their "yes" responses.

TABLE 14

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS DEVELOP INTELLECTUAL INTERESTS IN ORDER TO BECOME MORE CULTIVATED AND CULTURED PERSONS?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOX-VILLE, TENNESSEE, 1955-1956

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.85
Students	33	94.3	2	5.7	--	--	2.64
Laymen	65	100	--	--	--	--	2.93

The Indices of Importance for the three groups were: teachers 2.85, students 2.64, and laymen 2.93 which seem to indicate that there is full agreement that the development of intellectual interests is one of the important needs of the community.

TABLE 15

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE ABILITY TO DISTINGUISH RIGHT FROM WRONG AND TO GUIDE THEIR ACTIONS ACCORDINGLY?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	36	90	3	7.5	1	2.5	2.80
Students	35	100	--	--	--	--	2.69
Laymen	65	100	--	--	--	--	2.93

The Problem of Distinguishing Right From Wrong.--Table 15, page 35, presents the data on the responses to the question: "Do you think the high school should help pupils acquire the ability to distinguish right from wrong? The results of the response were as follows: teachers 90 per cent "yes", 7.5 per cent "uncertain," and 2.5 per cent "no;" the laymen and students were 100 per cent "yes" in their response.

The Indices of Importance for the three groups were: teachers, 2.80, students, 2.69 and laymen 2.93. The overall data are indicative of the people's insistence upon discipline, character and religious education as a general recognition of the need of sound guides for personal living. The

character of social life today indicated the need for disciplined members of society if the quality of that life is to be improved. The data set this need as one which the school should recognize.

The various statements which accompanied the responses indicated that the teachers were of the opinion that the home, the church, and other community agencies should take the lead in assuming this responsibility.

The Problem of Solving Personal Problems.---Table 16, page 37, presents the data on the responses to the question: "Do you think the high school should help pupils solve their personal problems?" The results of the responses to the questions were as follows: teachers 60 per cent "yes," 27.5 per cent "uncertain", and 2.5 per cent "no;" student 67.7 per cent "yes", 31.4 per cent "uncertain" and 2.9 per cent "no;" laymen 92.3 per cent "yes," 4.6 per cent "uncertain", and 3.1 per cent "no."

The Indices of Importance for the three groups were teachers 2.33, students 1.78 and laymen 2.89. The data in Table 16 seem to indicate that there are differences of opinion in regard to the role of the high school in helping to solve the personal problems of its students. Although the majority opinion seems to indicate approval of this program, there exists belief among some high school students that teachers should not invade their private lives.

From the data presented, it might be concluded that the majority of the citizens of Knoxville, Tennessee, want the high schools to provide learning experiences in the area of developing an effective personality.

It is evident, though, that in some instances the school should form

more clearly defined objectives in order than all groups might appreciate the aims of the high schools in carrying out the mandates of the community.

TABLE 16

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS SOLVE THEIR PERSONAL PROBLEMS?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	24	60	15	37.5	1	2.5	2.33
Students	23	67.7	11	31.4	1	2.9	1.78
Laymen	60	92.3	3	4.6	2	3.1	2.89

The Bulletin of the National Association of Secondary School Principals,¹ in speaking of the curricular offerings, states the following of the high school:

The functions of the curriculum are the transmission of the cultural inheritance to the pupils in proportion to their abilities to learn; the development of the mind, body, and character of the individual; and the development of self-disciplined citizens. Knowledge, citizenship, vocational preparation, and self-discipline are all fundamental aims of the curriculum.

1

"Analysis of the High School Program," Bulletin 216, National Association of Secondary School Principals, Vol. 40, (January, 1956), p. 56

Living Healthfully and Safely

The Area of Living Healthfully and Safely.—The data on living healthfully and safely as derived from the responses of three groups—sixty-five laymen, forty teachers, and thirtyfive students are presented in Tables 17 through 21.

The Problem of Caring for the Health and Developing Good Health Habits.— Table 17 below presents the data on the responses of the three groups to the question: "Do you think the high school should help pupils acquire the ability to care for their health and to develop good health habits?" The results of the responses were as follows: teachers 100 per cent "yes;" students 91.4 per cent "yes," and 8.6 per cent "uncertain;" laymen 100 per cent "yes."

TABLE 17

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO
YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS
ACQUIRE THE ABILITY TO CARE FOR THEIR
HEALTH AND TO DEVELOP GOOD HEALTH
HABITS?" AS WAS OBTAINED FROM
ONE HUNDRED AND FORTY
PARTICIPANTS IN THE
OPINION STUDY, KNOX-
VILLE, TENNESSEE,
1955-1956.

Groups	Number and Per Cent of Responses				Index of Importance
	Yes	Uncertain	No		
Teachers	40 100	-- --	-- --		2.83
Students	32 91.4	-- --	-- --		2.63
Laymen	65 100	-- --	-- --		2.92

The Indices of Importance for the three groups were as follows: teachers, 2.83; students, 2.63; and laymen, 2.92. The conclusion can be made from the above data that there is a favorable consensus of opinion from the three groups toward maintaining a good health program in the schools.

The Problem of Selecting a "Family Doctor."--Table 18, page 40, presents the data on the responses to the question: "Do you think the high school should help pupils learn how to select a "family doctor" (i. e. learn how to recognize a 'quack') and to acquire the habit of consulting him systematically?" The results of the responses were: teachers 100 per cent "yes," students 57 per cent "yes" and 43 per cent "uncertain"; laymen 84.6 per cent "yes", 12.3 per cent "uncertain," and 3.1 per cent "no."

The Indices of Importance for the three groups were: teachers 2.63, students 1.75 and laymen 2.79. According to the data the conclusion might be made that some of the students did not understand this question, however, the indices seem to indicate that teachers and laymen attach some importance to the school helping the students to acquire information on selecting a "family doctor."

The Problem of Selecting a "Family Dentist."-- Table 19, page 40, presents the data derived from the responses to the question: "Do you think the school should help pupils learn how to select a family dentist and to acquire the habit of visiting him regularly?" Again, there seems to be a difference of opinion among the students and laymen, the results of the responses were teachers 100 per cent "yes," students 54.3 per cent "yes" and 45.7 per cent "no"; laymen 84.6 per cent "yes", 12.3 per cent

"uncertain," and 3.1 per cent "no."

TABLE 18

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO SELECT A "FAMILY DOCTOR" AND TO ACQUIRE THE HABIT OF CONSULTING HIM SYSTEMATICALLY?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.63
Students	20	57	15	43	--	--	1.75
Laymen	55	84.6	8	12.3	2	3.1	2.79

TABLE 19

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN TO SELECT A "FAMILY DENTIST" AND ACQUIRE THE HABIT OF VISITING HIM REGULARLY?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.58
Students	19	54.3	--	--	16	45.7	1.74
Laymen	55	84.6	8	12.3	2	3.1	2.78

The Indices of Importance for the three groups were: teachers 2.58, students 1.74, and laymen 2.78. According to the data there seem to be a lack of knowledge on the part of the students toward this problem. Further, it would seem to indicate a serious need for information to be made available to the students on the objectives of the health program.

The Problem of Preventing Accidents and Acquiring Safety Habits.--

Table 20 below presents the data derived from the responses to the question: "Do you think the high school should help pupils learn how to prevent accidents to themselves and others and acquire safety habits?"

TABLE 20

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO PREVENT ACCIDENTS TO THEMSELVES AND OTHERS AND TO ACQUIRE SAFETY HABITS?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.63
Students	31	88.6	2	5.7	2	5.7	2.29
Laymen	65	100	--	--	--	--	2.83

The Indices of Importance were as follows: teachers 2.63, students 2.29, and laymen 2.83. Also the data from these responses were as follows: teachers 100 per cent "yes"; students 88.6 per cent yes, 5.7 per cent "uncertain," and 5.7 per cent "no;" the laymen were 100 per cent "yes."

According to the data there is sufficient justification in concluding that this aspect of the program is not as effective as it should be among the students, and there should be a reappraisal of present offerings in safety education and for recommendations to improve, as far as possible, any shortcomings relative to this area.

The Problem of Learning to Drive and Care for an Automobile.--Table 21, page 43, presents the data derived from the responses to the question: "Do you think the high school should help pupils who are legally old enough to drive and care for an automobile?" The data derived from these responses were as follows: teachers 100 per cent "yes," students 100 per cent "yes," laymen 64.6 per cent "yes," 21.6 per cent "uncertain," and 12.8 per cent "no."

The Indices of importance for the three groups were: teachers 2.53, students 2.23, and laymen 2.69. It is surprising to see that the laymen presented such a low per centage of "yes" responses in view of the many accidents which occur on the highways. It seems reasonable to conclude, to the Indices that none of the three groups have given much thought to the question of the high school giving lessons in driver education.

From the facts presented in this section, it can be concluded that the importance of safety and health education in the schools has not reached the majority of the people of Knoxville, Tennessee, outside of the teaching profession. The data also indicate that the objectives may be so intangible and unclarified as to preclude the dynamic orientation of instruction and school experiences in health and safety education to life situations.

TABLE 21

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS WHO ARE LEGALLY OLD ENOUGH TO DRIVE AND CARE FOR AN AUTOMOBILE?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes	Uncertain	No				
Teachers	40 100	-- --	-- --				2.53
Students	35 100	-- --	-- --				2.23
Laymen	42 64.6	14 21.6	9 13.8				2.69

Managing Personal Finances

The Area of Managing Personal Finances Wisely.--The data on the area of Managing Personal Finances Wisely as derived from the responses of the three groups: forty teachers, sixty-five laymen, and thirty-five students are presented in Tables 22, 23 and 24.

The Problem of Spending Money Wisely.--Table 22, page 44, presents the data on the responses to the question: "Do you think the high School should help pupils learn how to spend money wisely?" The data derived from the responses were: teachers 80 per cent "yes," 7.5 per cent "uncertain," and 12.5 per cent "no;" students 51.4 per cent "yes," 22.9 per cent "uncertain," and 25.7 per cent "no;" laymen 100 per cent "yes."

The Indices of Importance for the three groups were found to be as follows: teachers 2.84, students 1.78 and laymen 2.91. Although the majority opinion seems to be in favor of this program, it is to be concluded

that the teachers and students are not entirely convinced of the helping of pupils to learn to spend money wisely.

TABLE 22

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO SPEND MONEY WISELY?" AS WAS OBTAINED FROM ONE HUNDRED FORTY PARTICIPANTS IN THE OPINION STUDY, KNOX-VILLE TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	32	80.0	3	7.5	5	12.5	2.84
Students	18	51.4	8	22.9	9	25.7	1.78
Laymen	65	100	--	--	--	--	2.91

The Problem of Using Banking Facilities and Developing Thrift

Habits.---Table 23, page 45, presents the data derived from the responses to the question: "Do you think the high school should help pupils learn how to use the facilities of a bank and to develop habits of thrift?" The results of the responses seem to indicate the approval of such a program but it is apparent that the respondents are by no means unanimous. The results were: teachers 92.5 per cent "yes" responses, 7.5 "no" responses; laymen 92.3 per cent "yes" responses, 4.6 per cent "uncertain" responses, and 3.1 per cent "no" responses. The Indices of Importance for the groups were: teachers 2.95, students 2.25, and laymen 2.91 which seems to indicate that those who answered "yes," except in the case of the students, thought this program of helping the pupils develop habits of thrift was important.

The Problem of Buying Insurances and Securities.—The data in Table 24 below presents the results on the responses to the question: "Do you think the high school should help pupils learn to buy life insurance and securities wisely?" The data from the responses to the question were:

TABLE 23

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO USE THE FACILITIES OF A BANK AND TO DEVELOP HABITS OF THRIFT?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	37	92.5	--	--	3	7.5	2.59
Students	32	91.4	--	--	3	8.6	2.25
Laymen	60	92.3	3	4.6	2	3.1	2.91

TABLE 24

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO BUY LIFE INSURANCE AND SECURITIES WISELY?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.18
Students	20	57	7	20	8	23	2.55
Laymen	52	80	8	12.3	5	7.7	2.57

teachers 100 per cent "yes" responses; students 57 per cent "yes" responses, 20 per cent "uncertain" and 23 per cent "no;" laymen 80 per cent "yes," 12.3 per cent "uncertain," and 7.7 per cent "no."

The Indices of Importance for the group were: teachers 2.18, students 2.55, and laymen 2.57. It is of interest to note that the groups of students and laymen gave approval to having the school assist pupils in this aspect of the program, whereas the teachers did not consider it of much importance. Although the teachers registered 100 per cent response to the question of buying life insurance and securities wisely, they seem to consider it to rank low in importance. The question arises as to why teachers should place this aspect of the program in such a low rank of importance.

It appears from the overall data presented in the area of managing personal finances wisely that the curriculum can and should be adjusted so as to provide experiences which would be more effective to the students; it is evident that this part of the school program has not had its proper effect upon the community as a whole.

Spending Leisure Time Wholesomely and Enjoyably

The area of Spending Leisure Time Wholesomely and Enjoyably.—The data on the area of spending leisure time wisely as derived from the responses of forty teachers, thirty-five students and sixty-five laymen are presented in Tables 25 through 36.

The Problem of Learning How to Play Athletic Games and Sports.—Table 25, page 47, presents the data derived from the responses to the question:

"Do you think the high school should help pupils learn how to play athletic games and sports?"

TABLE 25

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO PLAY ATHLETIC GAMES AND SPORTS?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOX-VILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	29	72.5	11	27.5	--	--	2.20
Students	35	100	--	--	--	--	2.26
Laymen	43	66.1	20	30.8	2	3.1	2.63

The data presented here is as follows: teachers 72.5 per cent "yes," 27.5 "uncertain"; students 100 per cent "yes" responses; and the laymen 66.1 per cent "yes," 30.8 per cent "uncertain," and 3.1 per cent "no."

The Indices of the individual groups were teachers 2.20, students 2.26 and the laymen showed a percentage of 2.63. The data on this question revealed that the program of athletics has not been as effective as it should have been. This is probably due to the fact that in past years this program seemed to have been over-emphasized to the detriment of the total program.

The necessity of selling the community on this aspect of the program is quite evident.

The Problem of Developing one or More Activity Hobbies.—Table 26, below, presents the data derived from the responses to the question: "Do you think the high school should help pupils develop one or more outdoor activity hobbies (gardening, camping, fishing, etc.)?"

The responses to this question were as follows: teachers 80 per cent "yes", 20 per cent "uncertain;" students 94.3 per cent "yes," 5.7 per cent "no;" laymen 58.5 per cent "yes," 30.8 per cent "uncertain," and 10.7 per cent "no."

TABLE 26

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS DEVELOP ONE OR MORE OUTDOOR HOBBIES?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	32	80	8	20	--	--	2.51
Students	33	94.3	--	--	2	5.7	2.82
Laymen	38	58.5	20	30.8	7	10.7	2.63

The Indices of Importance for the three groups were: teachers, 2.51 students 2.82 and laymen 2.63, which seem to indicate that the community thinks this aspect of the school program is important. Statements from teachers regarding this question indicated that this was a responsibility of various community agencies.

The Problem of Developing "Making Things."—Table 27 below presents the data from the responses to the question: "Do you think the high school should help pupils develop one or more "making it go things," or "tinkering hobbies?"

TABLE 27

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS DEVELOP ONE OR MORE "MAKING IT GO" OR "TINKERING" HOBBIES?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	30	75	7	17.5	3	7.5	2.87
Students	28	80	7	20	--	--	2.79
Laymen	23	35.4	34	52.3	8	12.3	2.87

The results from this question show the teachers 75 per cent "yes" responses, 17.5 per cent "uncertain" responses, and 7.5 per cent "no"; students 80 per cent "yes," 20 per cent "uncertain;" the laymen gave 35.4 per cent "yes" responses, 52.3 per cent "uncertain," and 12.3 per cent "no."

The Indices of importance for the group were as follows: 2.87, 2.79 and 2.87 for the teachers, students, and laymen, respectively.

The Problem of Developing Art Hobies.—Table 28, page 50, presents the data derived from the responses to the question: "Do you think the high school should help pupils develop one or more art hobies (sketching,

painting, collecting art objects, etc.)?"

TABLE 28

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS DEVELOP ONE OR MORE ART HOBBIES?" AS WAS OBTAINED FROM ONE HUNDRED FORTY PARTICIPANTS IN THE OPINION STUDY KNOX-VILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	24	60	8	20	8	20	2.70
Students	28	80	7	20	--	--	2.62
Laymen	35	54	21	32	9	14	2.86

The responses to this question were: teachers 60 per cent "yes," 20 per cent "uncertain" and 20 per cent "no;" student 80 per cent "yes" and 20 per cent "uncertain"; laymen 54 per cent "yes," 32 per cent "uncertain," and 14 per cent "no."

The Indices of Importance for the groups were 2.70, 2.62 and 2.86.

The Problem of Learning a Musical Instrument.--Table 29, page 51, presents the data of the responses to the question: "Do you think the high school should help pupils learn to sing or play a musical instrument?"

The data indicated that the responses to the question were: teachers 85 per cent "yes," and 15 per cent "uncertain;" student 100 per cent "yes," and laymen 49.2 per cent "yes," 46.2 per cent "uncertain," and 4.6 per cent "no." The Indices of Importance for the teachers,

TABLE 29

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO
YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS
LEARN TO SING OR PLAY A MUSICAL INSTRUMENT?"
AS WAS OBTAINED FROM ONE HUNDRED AND FORTY
PARTICIPANTS IN THE OPINION STUDY,
KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	34	85	6	15	--	--	2.49
Students	35	100	--	--	--	--	1.97
Laymen	32	49.2	30	46.2	3	4.6	2.44

students and laymen were 2.49, 1.97 and 2.44, respectively. None of the groups thought this type of program was very important.

The Problem of Selecting and Enjoying Good Music.---Table 30, page 52, presents the data derived from the responses to the question: "Do you think the high school should help the pupils acquire the ability to select and enjoy good music?"

The data indicate that the responses were as follows: Teachers 100 per cent "yes;" students 88.5 per cent "yes," 8.6 per cent "uncertain," and 2.9 per cent "no;" laymen 84.6 per cent "yes," 13.8 per cent "uncertain," and 1.6 per cent "no." The Indices of Importance for the three groups were: teachers, 2.37; students, 1.94; and laymen, 2.73.

The Problem of Getting the Best out of the Radio.---Table 31, page 52, presents the data derived from the responses to the question: "Do you think the high school should help pupils learn how to get the best out of the radio?"

TABLE 30

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE ABILITY TO SELECT AND ENJOY GOOD MUSIC?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.37
Students	31	88.5	3	8.6	1	2.90	1.94
Laymen	55	84.6	9	13.8	1	1.6	2.73

TABLE 31

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO GET THE BEST OUT OF RADIO?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.50
Students	27	77	3	8.6	5	14.4	2.00
Laymen	44	67.7	15	23.1	6	9.2	2.67

The data in Table 31 indicate that the responses were as follows: teachers responded 100 per cent "yes;" students 77 per cent "yes," 8.6 per cent "uncertain," and 14.4 per cent "no;" laymen 67.7 per cent "yes,"

23.1 per cent "uncertain," and 9.2 per cent "no."

The Indices of Importance were: teacher, 2.50; students, 2.00 and laymen 2.67.

From Tables 26, 27 and 28, it may be concluded that laymen have not as yet felt the importance of the need for teaching hobbies as a part of the school program. In most instances these seem to be regarded as frills, especially by those who continue to contend that the three "R's" is the only important part of the school's program.

Recreation as a fundamental human need essential to the well being and fitness of all people is a long established fact. A number of disturbing factors in modern society has brought an increasing awareness of the fundamental importance of recreation. Crowded cities and technological progress have resulted in a vast increase of leisure time for people.

Another factor which has strong implications for fitness is the tendency toward watching rather than participating in body building and other leisure time activities. These have all resulted in the high school changing its program to meet these needs.

It is the belief of the writer that the initiation of a good public relations program is of vital necessity in order to make this part of the school's program more effective.

In Tables 29, 30 and 31, it is apparent that the three "R's" has again triumphed over the idea of an enriched curriculum. The data appears to be contradictory to the strong plea of all the people for music and art, and the better things, together with a knowledge of what

is required for a satisfactory personal and social life. Here, too, a public relations program together with re-evaluation of the school's objectives seem to be necessary to maintain and make for a more effective program.

The Problem of Good Motion Pictures.---Table 32 below presents the data on the question: "Do you think the high school should help pupils acquire the ability to select and enjoy good motion pictures?"

TABLE 32

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE ABILITY TO SELECT AND ENJOY GOOD MOTION PICTURES?" AS WAS OBTAINED FROM ONE HUNDRED FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.55
Students	34	97.1	1	2.9	--	--	2.29
Laymen	42	64.6	15	23.1	8	12.3	2.69

The results of the responses were as follows: teachers 100 per cent "yes" responses, student 97.1 per cent "yes," 2.9 per cent "uncertain", laymen 64.6 per cent "yes" responses, 23.1 "uncertain" responses, and 12.3 "no" responses. The Indices of Importance were 2.55, 2.29 and 2.69 for teachers, students and laymen, respectively.

It appears that the overall Indices of Importance indicate that the curriculum should be adjusted. If one might judge by the low percentage

of laymen who responded "yes" the data would indicate that this program is not effective in the home.

It might also be concluded that in the absence of clearly defined objectives on the part of the school, little logical planning in this phase of the program is taking place.

The Problem of Enjoying Good Books and Magazines.—Table 33 below presents the data from the responses to the question: "Do you think the high school should help pupils acquire the ability to select and enjoy good books and magazines?"

TABLE 33

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE ABILITY TO SELECT AND ENJOY GOOD BOOKS AND MAGAZINES?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.55
Students	35	100	--	--	--	--	2.23
Laymen	56	86.1	4	6.2	5	7.7	2.73

The data on the responses to these questions were: teachers and pupils 100 per cent "yes" responses; laymen 86.1 per cent "yes," 6.2 per cent "uncertain," and 7.7 per cent "no." The Indices of Importance for the three groups were 2.38, 2.23 and 2.73 for the teachers, students laymen, respectively.

The results of the data might lead one to conclude that this phase of the school program is favored by the majority of the people of Knoxville.

The Problem of Acquiring Social Skills.—Table 34 below presents the data from the responses to the question: "Do you think the high school should help pupils acquire the skills of dancing, playing party games, doing parlor students, etc.?"

The data on the responses to the questions were: teachers and students 100 per cent; laymen 56.9 per cent "yes" responses, 23.1 per cent "uncertain" responses, and 20 per cent "no" responses. The Index for teachers was 2.80. The students appeared to attach very little importance to this type of program in the schools as did the laymen,

TABLE 34

DISTRIBUTION OF THE RESPONSES OF THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE SOCIAL SKILLS OF DANCING, PLAYING PARTY GAMES, DOING PARLOR STUDENTS, ETC.?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.80
Students	35	100	--	--	--	--	1.91
Laymen	37	56.9	15	23.1	13.	20	2.46

with indices of importances for students 1.91 and for laymen 2.46. It is evident from the indices of importance of these two groups that there

is a definite ineffectiveness in the program. It is apparent that this part of the school program is being neglected.

The Problem of Acquiring Social Skills.--Table 35 below presents the data from the responses to the question: "Do you think the high school should help pupils acquire the ability to take an enjoyable part in dramatic activities?"

TABLE 35

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE ABILITY TO TAKE AN ENJOYABLE PART IN DRAMATIC ACTIVITIES?" AS WAS OBTAINED FROM ONE HUNDRED FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.20
Students	35	100	--	--	--	--	1.89
Laymen	48	73.8	13	20	4	6.2	2.56

The data on the responses to the question were 100 per cent for teachers and students, while the laymen responded 73.8 per "yes," 20 per cent "uncertain," and 6.2 per cent "no." The overall indices of importance were: teachers, 2.20; students, 1.89 and laymen 2.56, which seems to indicate that the community is not definitely impressed with this aspect of the school's program. The laymen also exhibited a certain amount of doubt as to the importance of this program.

The Problem of Selecting and Enjoying Plays. Table 36, page 59, presents the data on the responses to the question: "Do you think the high school should help pupils acquire the ability to select and enjoy good plays?"

There seems to be a unanimity of opinion concerning this part of the school program, as is indicated in Table 36. The teachers and students registered 100 per cent for this type of program, while the laymen gave 98.4 per cent "yes" responses and 1.6 per cent "uncertain." The Indices of Importances for the three groups were 2.20 for teachers, students 2.00 and laymen 2.67, which seems to indicate that the community is not favorably impressed as far as the importance of this aspect of the school's program is concerned.

The evidence shows that in the area of living wholesomely and enjoyably, the majority of the respondents were in favor of this aspect of the school's program, although, in some instances, there seemed to be mild disapproval. It appears that none of the groups thought this service highly important.

The Area of Taking an Effective Part in Civic Affairs

The area of taking an effective part in civic affairs.— If the pupils are assisted, to some extent, by an understanding of government and of the duties and qualifications of public officials, a careful study of such aspects of democratic life should reasonably be expected to develop effective citizenship.

The data on the area of taking an effective part in civic affairs as derived from the responses of the three groups--forty teachers, thirty-

five students and sixty-five laymen are presented in Tables 37 through 43.

TABLE 36

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE ABILITY TO SELECT AND ENJOY GOOD PLAYS?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.20
Students	35	100	--	--	--	--	2.00
Laymen	64	98.4	1	1.6	--	--	2.67

Table 37, page 60, presents the data to the question: "Do you think the high school should help pupils acquire the ability to conduct a meeting properly?"

The data on the responses were: teacher 100 per cent "yes," students 91.4 per cent "yes," and 8.6 per cent "uncertain;" laymen 100 per cent "yes." The Indices of Importance for the three groups were: teachers 2.55, students, 2.31 and laymen 2.81. From the analysis of the data presented, it appears that the community is impressed favorably with this type of program. The Index for the students is somewhat low and seems to indicate that the objective of the program might be reappraised.

The Problem of becoming Cooperative Community-minded persons.—Table 38, page 61, presents the data from the question: "Do you think the high

school should help pupils become cooperative community-minded persons?"

TABLE 37

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE ABILITY TO CONDUCT A MEETING PROPERLY?" AS WAS OBTAINED FROM ONE HUNDRED FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.55
Students	32	91.4	3	8.6	--	--	2.31
Laymen	65	100	--	--	--	--	2.81

The data on the responses to this question were: teachers and laymen 100 per cent "yes" and students 91.4 per cent "yes," 8.6 per cent "no." The Indices of Importance for the three groups were 2.53, 2.41 and 2.82 for teachers, students and laymen, respectively.

It is evident that the people of Knoxville favor such a program in the schools, but it is to be concluded by the overall Indices of Importance that they do not fully realize the value of Civic Education in training the youth to take part in civic affairs.

The Problem of Living Democratically with Others.—Table 39, page 61, presents the data derived from the responses to the question: "Do you think the high school should help pupils learn how to live democratically with their fellows?"

The data indicate that the responses from the teachers and students were 100 per cent "yes" while the laymen were 98.4 per cent "yes" and 1.6

TABLE 38

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS BECOME COOPERATIVE, CIVIC-MINDED PERSONS?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.53
Students	34	97.1	1	2.9	--	--	2.41
Laymen	65	100	--	--	--	--	2.82

TABLE 39

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO LIVE DEMOCRATICALLY WITH THEIR FELLOWS?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.68
Students	35	100	--	--	--	--	2.49
Laymen	64	98.4	--	--	1	1.6	2.86

per cent "no."

It would be interesting to know the racial group to which the person answering "no" belonged, however, the writer had no way of making a distinction as to the identity of the respondents. Since the schools

throughout the nation are dedicated to the task of teaching democratic living, it is surprising to find even one person who disapproves of this type of program.

The Problem of Religious and Racial Prejudices.---Table 40, page 63, presents the data derived from the responses to the question: "Do you think the high school should help pupils rid themselves of religious and racial prejudices?"

It might be concluded from the data that the fact that only 6.2 per cent of the laymen disapproved of this type of program indicates the liberal thinking of the people of Knoxville concerning this question. Teachers and students were 100 per cent in favor of the program. The Indices of Importance was 2.80 which seems to indicate that those who answered "yes" placed this aspect of the program in the position of major importance. It would also appear that this type of the school's program has impressed the citizens of the community favorably.

The Problem of Developing and Interest in Economic, Social and Political Problems.--- Table 41, page 63, presents the data from the responses to the question: "Do you think the high school should help pupils develop an interest in economic, social and political problems?"

The data derived from these responses seem to indicate that some laymen are still dubious about schools taking part in issues of State. The results from the responses show teachers and pupils giving 100 per cent "yes" responses to the question while the data for the laymen show 81.5 per cent "yes" responses, 7.7 per cent "uncertain" responses, and 10.8 per cent "no." The overall indices of importance were 2.60 and

2.46 and 2.61 for teachers, students and laymen, respectively, which seem to indicate that this aspect of the school's program is not as effective as it should be.

TABLE 40

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS RID THEMSELVES OF RELIGIOUS AND RACIAL PREJUDICES?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.95
Students	35	100	--	--	--	--	2.54
Laymen	61	93.8	--	--	4	6.2	2.90

TABLE 41

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS DEVELOP AN INTEREST IN ECONOMIC, SOCIAL, AND POLITICAL AFFAIRS?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	24	100	--	--	--	--	2.60
Students	35	100	--	--	--	--	2.46
Laymen	53	81.5	5	7.7	7	10.8	2.61

The Problem of Solving Social and Political Problems.--Table 42

below presents the data on the responses to the question: "Do you think the high school should help pupils acquire the ability to study and solve economic, social and political problems?"

TABLE 42

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE ABILITY TO STUDY AND HELP SOLVE ECONOMIC, SOCIAL AND POLITICAL PROBLEMS?"
AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.95
Students	35	100	--	--	--	--	2.43
Laymen	50	76.9	10	15.4	5	7.7	2.84

The data indicate that teachers and students are again 100 per cent impressed favorably with this type of program while some laymen remain dubious. The data revealed that 76.9 per cent of the laymen responded "yes" to this question, 15.4 per cent responded "uncertain," and 7.7 per cent responded "no." The Indices of Importance for the three groups were: teachers, 2.95; students 2.43 and laymen 2.84, which brings one to conclude that this aspect of the program is effective, and that the teachers and laymen are in favor of a school program designed to teach the youth to become well informed. It is to be noted, however, that the teachers and laymen are much more impressed with this type of instruction

than are the students.

The Problem of Becoming Well-informed and "Sensitive" Citizens of the World.— The data in Table 43 below presents the results of the responses to the question: "Do you think the high school should help the student become well-informed and sensitive citizens of the world?"

TABLE 43

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS BECOME WELL-INFORMED AND SENSITIVE "CITIZENS" OF THE WORLD?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.80
Students	35	100	--	--	--	--	2.49
Laymen	57	87.7	5	7.7	3	4.6	2.86

On this question, the data indicate that 7.7 of laymen were "uncertain" concerning this type of program in the schools. The Indices of Importance were: teachers, 2.80; students, 2.49 and laymen 2.86. It would appear, judging from the statements made pertaining to this question such as, "teaching communistic doctrines" that there are some laymen who viewed this aspect of the school program with distrust. It is apparent that in order to favorably impress this group of laymen that the program is worthwhile, a public relations program will be necessary.

Area of Preparing for Marriage,
Home-making and Parenthood

The Area of Preparing for Marriage, Home-making and Parenthood.--

Family life education is not an entirely accepted study in the schools, although it is no longer a controversial subject in the home. Marriage is being interpreted through all media of communication, yet, in order that children and youth may receive the best information on this subject, it will be necessary to get its official support and promotion through appointed channels of education.

The data on the area of preparing for marriage, home-making and parenthood as derived from the responses of the three groups--forty teachers, thirty-five students and sixty-five laymen --are presented in Tables 44 through 48.

The Problem of Boy-Girl Relationships.--Table 44, page 67, presents the data derived from the responses to the question: "Do you think the high school should help pupils develop and maintain wholesome boy-girl relationships?"

The data in Table 44 indicate that there was 100 per cent "yes" responses from the teachers and students, but only 84.6 per cent "yes" responses from the laymen, while 15.4 per cent were "uncertain." The Indices of Importance for the three groups were: 2.61, 2.46 and 2.79 for teachers, students and laymen, respectively. It may be concluded from the results of the data that this aspect of the school's program is being carried out in an effective manner.

The Problem of Preparing for Wholesome Courtship.--Table 45, page 67, presents the data on the responses to the question: "Do you think

TABLE 44

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS DEVELOP AND MAINTAIN WHOLESOME BOY-GIRL RELATIONSHIPS?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	---	---	---	---	2.61
Students	35	100	---	---	---	---	2.46
Laymen	55	84.6	10	15.4	---	---	2.79

TABLE 45

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS PREPARE FOR WHOLESOME COURTSHIP?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955 1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.63
Students	35	100	--	--	--	--	2.37
Laymen	41	63.1	15	23.1	9	13.8	2.73

the high school should help pupils prepare for a wholesome courtship?"

The data indicate that the students and teachers are in full accord with this type of program, but the laymen are divided on the question. The responses from the laymen show the following results: "Yes" responses 63.1 per cent, "uncertain," 23.1 per cent and "no", 13.8 per cent.

It seems that the students answering "yes" placed less importance on this type of program than did the other two groups. The Indices of Importance for the students, 2.37, seem to indicate that this group places very little importance on this aspect of the program.

The Problem of Managing a Home Intelligently.—Table 46 below presents the data on the responses to the question: "Do you think the high school should help pupils acquire the ability to manage the home intelligently?"

TABLE 46

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE ABILITY TO MANAGE A HOME INTELLIGENTLY?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.60
Students	35	100	--	--	--	--	2.74
Laymen	61	93.8	--	--	4-	6.2	2.80

The data in Table 46 show that the teachers and pupils were 100 per cent in favor of this type of program while the laymen gave 93.8 per cent "yes" responses and 6.2 per cent "no" responses. The Indices of Importance for the three groups were: 2.60, 2.74 and 2.80, for teachers, students, and laymen, respectively. It is evident, according to the data

that the majority of people approve this type of program in the schools.

The Problem of Sound Sex Education.---Table 47, page 77, presents the data on the responses to the question: "Do you think the high school should help pupils in reference to sound sex education?"

The data in Table 47 reveal that there were 100 per cent "yes" responses for the teachers and pupils and for the laymen there were 87.7

TABLE 47

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS IN REFERENCE TO SOUND SEX EDUCATION?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.70
Students	35	100	--	--	--	--	2.57
Laymen	57	87.7	5	7.7	3	4.6	2.86

per cent "yes" responses, 7.7 per cent "uncertain" responses and 7.6 per cent "no" responses. The Indices of Importance were 2.70, 2.57 and 2.86 for teachers, students, and laymen, respectively, which seem to indicate that the majority of the community who are in favor of such a program think it is important.

The Problem of Rearing Children Intelligently.--- Table 48, page 70 presents the data on the responses to the question: "Do you think the high school should help pupils learn how to rear children intelligently?"

The data presented here indicate that parents are about 50 per cent divided on this type of program being offered in the schools. The results from the responses of the laymen were 50.8 per cent "yes" 41.5 per cent "uncertain," and 7.7 per cent responded "no." The Indices of Importance for the three groups were: teachers 2.54, students 2.54 and laymen 2.82 which indicated that those who answered "yes" to the question were in favor of its maintenance in the schools.

TABLE 48

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO REAR CHILDREN INTELLIGENTLY?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.54
Students	35	100	--	--	--	--	2.54
Laymen	33	50.8	27	41.5	5	7.7	2.82

The conclusion can be made that the people of Knoxville are of the opinion that learning experiences in the area of Marriage, Home-Making and Parenthood should be provided the pupils. It is to be noted, however, that the laymen are much more in favor of the school's program including instruction in rearing children intelligently than were the teachers and students.

Making Effective Use of Educational Opportunities

The Area of Making Effective Use of Educational Opportunities.--

Individual guidance is a technique useful in gearing the varied curriculum to the needs of each student coming in contact with that curriculum. Good counselling shows the student how various parts of the curriculum relates to his or her problems.

In addition, those students who are puzzled by the curriculum, good counselling also helps those students who question the value of the curriculum.

Many high school students select their subjects on the basis of their regard for the respective teachers, or "what a friend is taking" or whether the subject is "easy." Good counselling can minimize the effects of such practices.

The data on the area of Making Effective Use of Educational Opportunities as derived from the responses of the three groups: forty teachers, thirty-five laymen are presented in Tables 49 through 56.

The Problem of Choosing Appropriate Out-of-school Activities.--Table 49, page 72, presents the data derived from the responses to the question: "Do you think the high school should help pupils choose appropriate out-of-class activities?"

The results of the responses were: teachers 97.5 per cent "yes" responses and 2.5 per cent "uncertain;" students gave 94.3 per cent "yes" responses and 5.7 per cent "uncertain"; the laymen gave 83.1 per cent "yes" responses, 9.2 per cent "uncertain" responses, and 7.7 per cent "no" responses. The Indices of Importance for the three groups were: teachers 2.70, students 2.15 and laymen 2.71.

TABLE 49

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS CHOOSE OUT-OF-CLASS ACTIVITIES?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	39	97.5	1	2.5	--	--	2.70
Students	33	94.3	2	5.7	--	--	2.15
Laymen	54	83.1	6	9.2	5	7.7	2.71

It seems to be indicated that although a large majority of the respondents favored this type of learning experience being provided for the youth they did not consider it to any degree of importance. The Indices of Importance for the student group was 2.15 which seems to indicate that this group has not been favorably impressed by the program.

The Problem of Choosing Appropriate Subjects.---Table 50, page 73, presents the data from the responses to the question: "Do you think the high school should help pupils choose appropriate school subjects?"

The data reveal that the teachers and laymen are 100 per cent in favor of this type of program in the schools, but according to the data the students have not been favorably impressed by this type of instruction in the school. The students gave 85.7 per cent "yes" responses, and 14.3 per cent "no" responses. For the student group, the index of importance was 2.47 which seems to indicate that they had not profited from this program.

TABLE 50

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS CHOOSE APPROPRIATE SCHOOL SUBJECTS?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.73
Students	30	85.7	--	--	5	14.3	2.47
Laymen	65	100	--	--	--	--	2.88

The Problem of Developing Good Study Habits.---Table 51, page 74, presents the data on the responses to the question: "Do you think the high school should help pupils develop good study habits?"

According to the data presented in Table 51, teachers gave 87.5 per cent "yes" responses, and 12.5 per cent "uncertain" responses; the students gave 97.1 "yes" responses and 2.9 per cent "no" responses; the laymen gave 100 per cent "yes" responses. The Indices of Importance for the three groups were: 2.70, 2.56 and 2.91 for teachers, students and laymen, respectively. The overall data brings one to conclude that the majority of the three groups favored this type of help to the pupils.

The Problem of Attending a Trade or Vocational School.---Table 52, page 74, presents the data from the responses to the question: "Do you think the high school should help pupils in deciding whether or not to

attend a trade or other vocational school?"

TABLE 51

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS DEVELOP GOOD STUDY HABITS?" AS WAS OBTAINED FROM ONE HUNDRED FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	35	87.5	5	12.5	--	--	2.70
Students	34	97.1	--	--	1	2.9	2.56
Laymen	65	100	--	--	--	--	2.91

TABLE 52

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS IN DECIDING WHETHER OR NOT TO ATTEND A TRADE OR OTHER VOCATIONAL SCHOOL?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.72
Students	35	100	--	--	--	--	2.54
Laymen	57	87.7	5	7.7	3	4.6	2.86

The data in Table 52 indicate that the teachers and students are 100 per cent in accord with this service; the laymen gave 87.7 per cent "yes" responses, 7.17 per cent "uncertain" responses and 4.6 per cent "no" responses. The Indices of Importance were 2.72, 2.54 and 2.86 for teachers, students and laymen, respectively, which seems to indicate that all the "yes" respondents favor this part of the instructional program in the schools.

Table 53 below presents the data on the responses to the question: "Do you think the high school should help pupils choose a trade or other vocational school if attendance at such an institution is intended?"

TABLE 53

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS CHOOSE A TRADE OR OTHER VOCATIONAL SCHOOL IF ATTENDANCE AT SUCH AN INSTITUTION IS INTENDED?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.63
Students	35	100	--	--	--	--	2.40
Laymen	51	78.4	7	10.8	7	10.8	2.65

The data reveal that the teachers and the students were in accord with this service, but the laymen gave 78.4 per cent "yes" responses, 10.8 "uncertain" responses, and 10.8 "no" responses. The Indices of

of Importance for the three groups were: teachers 2.63, students 2.40 and laymen 2.65.

The results of this data seem to indicate that somelaymen still hold to the three "R's" in education and consider this phase of the school program as unimportant.

The Problem of Deciding to go to College.-- Table 54 below presents the data to the question: "Do you think the high school should help pupils in deciding whether or not to go to College?"

TABLE 54

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO
YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS
IN DECIDING WHETHER OR NOT TO GO TO COLLEGE?"
AS WAS OBTAINED FROM ONE HUNDRED AND FORTY
PARTICIPANTS IN THE OPINION STUDY,
KNOXVILLE, TENNESSEE, 1955-
1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	34	85	6	15	--	--	2.66
Students	30	85.7	4	11.4	1	2.9	2.33
Laymen	52	80	12	18.4	1	1.6	2.81

The data in Table 54 indicate that teachers gave 85 per cent "yes" responses and 15 per cent "uncertain" responses; the students gave 85.7 per cent "yes" responses, 11.4 per cent "uncertain" responses and 2.9 per cent "no" responses; the laymen gave 80 per cent "yes" responses, 18.4 per cent "uncertain" responses and 1.6 per cent "no" responses. The Indices of Importance for the three groups were: teachers, 2.66; students, 2.33 and laymen, 2.81.

It is the opinion of the writer that the divergence of opinions among the laymen who responded may be attributed to the newness of guidance in the field of education. Guidance seems to be an intangible, elusive quality of education that evades specific and final analysis, and many laymen, who are dedicated to the three "R's," might not understand the import of this service in education.

The Problem of Choosing a College.—Table 55 below presents the data on the responses to the question: "Do you think the high school should help pupils choose a college if attendance at such an institution is planned?"

TABLE 55

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS CHOOSE A COLLEGE IF ATTENDANCE AT SUCH AN INSTITUTION IS PLANNED?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	34	85	6	15	--	--	2.52
Students	35	100	--	--	--	--	2.37
Laymen	51	78.4	7	10.8	7	10.8	2.80

According to the data, teachers and laymen are divided on this aspect of the school program. In discussing this question with teachers who had responded "uncertain" the answer was that different teachers had used this means to urge the graduates to attend schools from which they had graduated rather than considering the welfare of the student.

The data show that teachers gave 85 per cent "yes" responses and 15 per cent "uncertain" responses; the laymen gave 78.4 per cent "yes" responses, 10.8 per cent "uncertain" responses, and 10.8 "no" responses. The student group was 100 per cent in accord with the program.

The Indices of Importance for the three groups were: teachers 2.52, students 2.37 and laymen 2.80, which seems to indicate that those who gave "yes" responses thought this service of value.

The Problem of Preparation to Attend College.--Table 56, below, presents the data derived from responses to the question: "Do you think the high school should help pupils secure adequate preparation for successful college work if attendance at such an institution is intended?"

TABLE 56

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "DO YOU THINK THE SCHOOLS SHOULD HELP PUPILS SECURE ADEQUATE PREPARATION FOR SUCCESSFUL COLLEGE WORK IF ATTENDANCE AT SUCH AN INSTITUTION IS INTENDED?" AS WAS OBTAINED FROM ONE HUNDRED AND FORTY PARTICIPANTS IN THE OPINION STUDY, KNOXVILLE, TENNESSEE, 1955-1956.

Groups	Number and Per Cent of Responses						Index of Importance
	Yes		Uncertain		No		
Teachers	40	100	--	--	--	--	2.73
Students	30	85.7	5	14.3	--	--	2.47
Laymen	65	100	--	--	--	--	2.91

The data in Table 56 indicate that the "yes" responses for the teachers and laymen were 100 per cent, while for the students the responses were as follows: 85.7 per cent "yes", 14.3 per cent "uncertain,"

and there were no "no" responses. The Indices of Importance for the group were: teachers, 2.73, students 2.47 and laymen 2.91.

It is of interest to note that the teachers and laymen were overwhelmingly in favor of the educational program of the school being concerned with preparing youth for college if such were intended, but the fact that the student group gave an index of importance of only 2.47 was indicative of the low value which was placed upon this aspect of the school's program.

An analysis of the overall data shows that the majority of the respondents favor the school helping pupils make use of the educational opportunities provided by public taxation.

Table 57, page 80, presents the data from the responses to the question: "What other types of real-life or educational needs should the high school attempt to meet?"

Fifty or 35.7 per cent of the one hundred forty respondents gave statements indicating what they thought were some of the real-life or educational needs that the high school should attempt to meet. The majority of these statements were so long that it was necessary for the writer to condense them in order to put them in tabulated form.

It will be noted that the largest number of responses was that the high school should teach "moral and spiritual values;" 22 per cent indicated that the high school should teach "moral and spiritual values," while 12 per cent indicated that "Bible" should be one of the subjects placed in the school's curriculum.

From the data presented in Table 57, one may conclude that this is an indication of the people's insistence that the high school teach pupils

sound guides of personal living.

TABLE 57

DISTRIBUTION OF THE RESPONSES TO THE QUESTION: "WHAT
OTHER TYPES OF REAL-LIFE OR EDUCATIONAL NEEDS
SHOULD THE HIGH SCHOOL ATTEMPT TO MEET?"
AS WAS OBTAINED FROM FIFTY OF THE ONE
HUNDRED AND FORTY PARTICIPANTS IN
THE OPINION STUDY, KNOXVILLE,
TENNESSEE, 1955-1956.

Responses	Number	Per Cent
Moral and Spiritual Values	11	22
Training of the whole child	1	2
Critical Thinking	4	8
More Guidance in Personal Adjustment to his environment	2	4
Help pupils seek religious training	10	20
Create Interest in Air age	1	2
Encourage more students to take science	3	6
Teach Bible	6	12
Creative Writing	1	2
Offer more vocations	2	4
Offer a more balanced extra-curricular program	2	4
Teach loyalty to Country	3	6
Teaching of the fundamentals	4	8

Comparative data on the responses of the participants of this study
will be found in the pages following.

TABLE 58

COMPARATIVE DATA ON THE RESPONSES OF TEACHERS,
STUDENTS, AND LAYMEN ON THE ITEMS OF THE
QUESTIONNAIRE IN EACH OF THE EIGHT AREAS

I. AREA OF EARNING A LIVING

	Teachers				Students				Laymen			
	Yes	UP**	No.	Index	Yes	UP	No	Index	Yes	UP	No	Index
*A-1	100.0	00.0	00.0	2.90	100.0	00.0	00.0	2.74	100.0	00.0	00.0	2.95
A-2	100.0	00.0	00.0	2.83	97.1	2.9	00.0	2.68	100.0	00.0	00.0	2.92
A-3	100.0	00.0	00.0	2.75	85.7	8.6	5.7	2.41	100.0	00.0	00.0	2.91
A-4	100.0	00.0	00.0	2.78	88.5	8.6	2.9	2.58	100.0	00.0	00.0	2.92
A-5	100.0	00.0	00.0	2.88	97.1	2.9	00.0	2.71	100.0	00.0	00.0	2.93
A-6	62.5	25.0	12.5	2.84	45.7	40.0	14.3	2.63	81.5	18.5		2.94

- *A-1 Vocational Information
 A-2 Vocational Interests and Abilities
 A-3 Wise Occupational Choice
 A-4 Preparing for Chosen Vocations
 A-5 Developing Good Work Habits
 A-6 Getting Job and Making Good In It

**Uncertain Percentages

TABLE 58

COMPARATIVE DATA ON THE RESPONSES OF TEACHERS, STUDENTS
AND LAYMEN ON THE ITEMS OF THE QUESTIONNAIRE
IN EACH OF THE EIGHT AREAS

II. AREA OF DEVELOPING AN
EFFECTIVE PERSONALITY

	Teachers				Students				Laymen			
	Yes	UP**	No	Index	Yes	UP	No	Index	Yes	UP	No	Index
*B-7	100.0	00.0	00.0	2.90	94.3	5.7	00.0	2.70	100.0	00.0	00.0	2.95
B-8	100.0	00.0	00.0	2.78	91.4	8.6	00.0	2.53	100.0	00.0	00.0	2.91
B-9	100.0	00.0	00.0	2.68	94.2	2.9	2.9	2.36	100.0	00.0	00.0	2.83
B-10	100.0	00.0	00.0	2.88	88.6	5.7	5.7	2.65	100.0	00.0	00.0	2.95
B-11	100.0	00.0	00.0	2.90	82.9	14.2	2.9	2.59	100.0	00.0	00.0	2.93
B-12	100.0	00.0	00.0	2.83	91.4	8.6	00.0	2.59	100.0	00.0	00.0	2.91
B-13	100.0	00.0	00.0	2.83	91.4	2.9	5.7	2.56	100.0	00.0	00.0	2.93
B-14	100.0	00.0	00.0	2.85	94.3	5.7	00.0	2.64	100.0	00.0	00.0	2.93
B-15	90.0	7.5	2.5	2.80	100.0	00.0	00.0	2.69	100.0	00.0	00.0	2.93
B-16	60.0	37.5	2.5	2.33	65.7	31.4	2.9	1.78	92.3	4.6	3.1	2.89

*B-7 Good Manners, Poise and Self-confidence

B-8 Improving Their Personal Appearance

B-9 Controlling Emotions and Conduct

B-10 Speaking More Effectively and Enjoyably

B-11 Writing More Effectively and Enjoyably

B-12 Reading More Effectively and Enjoyably

B-13 Getting Along Happily with Other People

B-14 Developing Intellectual Interests

B-15 Distinguishing Right from Wrong

B-16 Solving Their Personal Problems

**Uncertain Percentages

TABLE 58

COMPARATIVE DATA ON THE RESPONSES OF TEACHERS, STUDENTS
AND LAYMEN ON THE ITEMS OF THE QUESTIONNAIRE
IN EACH OF THE EIGHT AREAS

III. AREA OF LIVING HEALTHFULLY AND SAFELY

	Teachers				Students				Laymen			
	Yes	UP**	No	Index	Yes	UP	No	Index	Yes	UP	No	Index
*C-17	100.0	00.0	00.0	2.83	91.4	8.6	00.0	2.63	100.0	00.0	00.0	2.92
C-18	100.0	00.0	00.0	2.63	57.0	43.0	00.0	1.75	84.6	12.3	3.1	2.79
C-19	100.0	00.0	00.0	2.58	54.3	00.0	45.7	1.74	84.6	12.3	3.1	2.78
C-20	100.0	00.0	00.0	2.63	88.6	5.7	5.7	2.29	100.0	00.0	00.0	2.83
C-21	100.0	00.0	00.0	2.53	100.0	00.0	00.0	2.23	64.6	12.6	13.8	2.69

C-17 Developing Good Health Habits

C-18 Learning to Select a "Family Doctor"

C-19 Learning to Select a "Family Dentist"

C-20 Learning How to Prevent Accidents

C-21 Learning to Drive and Care for an Automobile

**Uncertain Percentages

TABLE 58

COMPARATIVE DATA ON THE RESPONSES OF TEACHERS, STUDENTS
AND LAYMEN ON THE ITEMS OF THE QUESTIONNAIRE
IN EACH OF THE EIGHT AREAS

IV. AREA OF MANAGING PERSONAL FINANCES WISELY

	Teachers				Students				Laymen			
	Yes	UP	No	Index	Yes	UP	No	Index	Yes	UP	No	Index
*D-22	80.0	7.5	12.5	2.84	51.4	22.9	25.7	1.78	100.0	00.0	00.0	2.91
D-23	92.5	00.0	7.5	2.59	91.4	00.0	8.6	2.25	92.3	4.6	3.1	2.91
D-24	100.0	00.0	00.0	2.18	57.0	20.0	23.0	2.55	80.0	12.3	7.7	2.57

*D-22 Learning How to Spend Money Wisely

D-23 Learning How to Use Facilities of Bank

D-24 Learning How to Buy Insurance and Securities

TABLE 58

COMPARATIVE DATA ON THE RESPONSES OF TEACHERS, STUDENTS
AND LAYMEN ON THE ITEMS OF THE QUESTIONNAIRE
IN EACH OF THE EIGHT AREAS

V. AREA OF SPENDING LEISURE TIME WHOLESOMELY AND WISELY

	Teachers				Students				Laymen			
	Yes	UP	No	Index	Yes	UP	No	Index	Yes	UP	No	Index
*E-25	72.5	27.5	00.0	2.20	100.0	00.0	00.0	2.26	66.0	30.8	3.1	2.63
E-26	80.0	20.0	00.0	2.51	94.3	00.0	5.7	2.82	58.5	30.8	10.7	2.63
E-27	75.0	17.5	7.5	2.87	80.0	20.0	00.0	2.79	35.4	52.3	12.3	2.87
E-28	60.0	20.0	20.0	2.70	97.1	00.0	2.9	2.62	54.0	32.0	14.0	2.86
E-29	85.0	15.0	00.0	2.49	100.0	00.0	00.0	1.97	49.2	46.2	4.6	2.44
E-30	100.0	00.0	00.0	2.37	88.5	8.6	2.9	1.94	84.6	13.8	1.6	2.73
E-31	100.0	00.0	00.0	2.50	77.0	8.6	14.4	2.00	67.7	23.1	9.2	2.67
E-32	100.0	00.0	00.0	2.55	97.1	2.9	00.0	2.29	64.6	23.1	12.3	2.69
E-33	100.0	00.0	00.0	2.38	100.0	00.0	00.0	2.23	86.1	6.2	7.7	2.73
E-34	100.0	00.0	00.0	2.80	100.0	00.0	00.0	1.91	56.9	23.1	20.0	2.46
E-35	100.0	00.0	00.0	2.20	100.0	00.0	00.0	1.89	73.8	20.0	6.2	2.56
E-36	100.0	00.0	00.0	2.20	100.0	00.0	00.0	2.00	98.4	1.6	00.0	2.67

*E-25 Learning to Play Athletic Games and Sports
 E-26 Developing Outdoor Activity Hobbies
 E-27 Developing "Making Things"
 E-28 Developing Art Hobbies
 E-29 Learning to Sing or Play a Musical Instrument
 E-30 Selecting and Enjoying Good Music
 E-31 Getting the Best out of the Radio
 E-32 Selecting and Enjoying Good Motion Pictures

E-33 Selecting and Enjoying Good Books and Magazines.
 E-34 Acquiring Social Skills
 E-35 Taking an Enjoyable Part in Dramatic Activities
 E-36 Selecting and Enjoying Good Plays

TABLE 58

COMPARATIVE DATA ON THE RESPONSES OF TEACHERS, STUDENTS
AND LAYMEN ON THE ITEMS OF THE QUESTIONNAIRE
IN EACH OF THE EIGHT AREAS

VI. AREA ON TAKING AN EFFECTIVE PART
IN CIVIC AFFAIRS

	Teachers				Students				Laymen			
	Yes	UP	No	Index	Yes	UP	No	Index	Yes	UP	No	Index
*F-37	100.0	00.0	00.0	2.55	91.4	8.6	00.0	2.31	100.0	00.0	00.0	2.81
F-38	100.0	00.0	00.0	2.53	97.1	2.9	00.0	2.41	100.0	00.0	00.0	2.82
F-39	100.0	00.0	00.0	2.68	100.0	00.0	00.0	2.49	98.4	00.0	01.6	2.86
F-40	100.0	00.0	00.0	2.95	100.0	00.0	00.0	2.54	93.8	00.0	6.2	2.90
F-41	100.0	00.0	00.0	2.60	100.0	00.0	00.0	2.46	81.5	7.7	10.8	2.61
F-42	100.0	00.0	00.0	2.95	100.0	00.0	00.0	2.43	76.9	15.4	7.7	2.84
F-43	100.0	00.0	00.0	2.80	100.0	00.0	00.0	2.49	87.7	7.7	4.6	2.86

- *F-37 Conducting a Meeting Properly
 F-38 Becoming cooperative, Community-minded Persons
 F-39 Living Democratically
 F-40 Ridding Themselves of Religious and Racial Prejudices
 F-41 Developing an Interest in Economic, Social and Political Problems
 F-42 Studying and Helping Solve Economic, Social and Political Problems
 F-43 Becoming well-informed and Sensitive Citizens of the World

TABLE 58

COMPARATIVE DATA ON THE RESPONSES OF TEACHERS, STUDENTS
AND LAYMEN ON THE ITEMS OF THE QUESTIONNAIRE
IN EACH OF THE EIGHT AREAS

VII. AREA OF PREPARING FOR MARRIAGE
HOME-MAKING AND PARENTHOOD

	Teachers				Students				Laymen			
	Yes	UP	No	Index	Yes	UP	No	Index	Yes	UP	No	Index
*G-44	100.0	00.0	00.0	2.61	100.00	00.0	00.0	2.46	84.6	15.0	00.0	2.79
G-45	100.0	00.0	00.0	2.63	100.00	00.0	00.0	2.37	63.1	23.1	13.8	2.73
G-46	100.0	00.0	00.0	2.60	100.00	00.0	00.0	2.74	93.8	00.0	6.2	2.80
G-47	100.0	00.0	00.0	2.70	100.00	00.0	00.0	2.57	87.7	7.7	4.6	2.86
G-48	100.0	00.0	00.0	2.54	100.00	00.0	00.0	2.54	50.8	41.5	7.7	2.82

- *G-44 Girl and Boy Relationships
 G-45 Preparing for Wholesome Courtship
 G-46 Managing a Home
 G-47 Sex Education
 G-48 Learning How to Rear Children Intelligently

TABLE 58

COMPARATIVE DATA ON THE RESPONSES OF TEACHERS, STUDENTS
AND LAYMEN ON THE ITEMS OF THE QUESTIONNAIRE
IN EACH OF THE EIGHT AREAS

VIII. AREA OF MAKING EFFECTIVE USE OF
EDUCATIONAL OPPORTUNITIES

	Teachers				Students				Laymen			
	Yes	UP	No	Index	Yes	UP	No	Index	Yes	UP	No	Index
*H-49	97.5	2.5	00.0	2.70	94.3	5.7	00.0	2.15	83.1	9.2	7.7	2.71
H-50	100.0	00.0	00.0	2.73	85.7	00.0	14.3	2.47	100.0	00.0	00.0	2.88
H-51	87.5	12.5	00.0	2.70	97.1	00.0	2.9	2.56	100.0	00.0	00.0	2.91
H-52	100.0	00.0	00.0	2.72	100.0	00.0	00.0	2.54	87.7	7.7	4.6	2.86
H-53	100.0	00.0	00.0	2.63	100.0	00.0	00.0	2.40	78.4	10.8	10.8	2.65
H-54	85.0	15.0	00.0	2.66	85.7	11.4	2.9	2.33	80.0	18.4	1.6	2.81
H-55	85.0	15.0	00.0	2.52	100.0	00.0	00.0	2.37	78.4	10.8	10.8	2.80
H-56	100.0	00.0	00.0	2.73	85.7	14.3	00.0	2.47	100.0	00.0	00.0	2.91

- *H-49 Choosing Appropriate Out-of-Class Activities
H-50 Choosing Appropriate School Subjects
H-51 Developing Good Study Habits
H-52 Deciding to Attend a Trade or Vocational School
H-53 Choosing a Trade or Other Vocational School
H-54 Deciding to Go to College
H-55 Choosing a College
H-56 Preparing for Successful College Work

CHAPTER III

SUMMARY AND CONCLUSIONS

Introductory Statement.--The present study was concerned with the analysis and interpretation of the opinions of forty teachers, thirty-five students, and sixty-five laymen in determining the effectiveness of the educational program in the Austin High School, Knoxville, Tennessee.

The Purpose of the Study.--The purposes of this study were as stated in the introductory chapter, they are:

1. To determine the extent to which the educational program of Austin High School, in the light of community opinion, is providing or should provide learning experiences in the area of Earning a Living.
2. To determine the extent to which the educational program of the Austin High School, in the light of community opinion, is providing or should provide learning experiences in the area of Developing an Effective Personality.
3. To determine the extent to which the educational program of the Austin High School, in the light of community opinion, is providing or should provide learning experiences in the area of Living Healthfully and Safely.
4. To determine the extent to which the educational program of the Austin High School, in the light of community opinion, is providing or should provide learning experiences in the area of Managing personal Finances Wisely.
5. To determine the extent to which the educational program of the Austin High School, in the light of community opinion, is providing or should provide learning experiences in the area of Spending Leisure Time Wholesomely and Enjoyably.
6. To determine the extent to which the educational program of the Austin High School, in the light of community opinion, is providing or should provide learning experiences in the area of Taking an Effective part in Civic Affairs.
7. To determine the extent to which the educational program of the Austin High School, in the light of community opinion, is providing or should provide learning experiences in the area of Preparing for Marriage, Home-Making, and Parenthood.

8. To determine the extent to which the educational program of the Austin High School, in the light of community opinion, is providing or should provide learning experiences in the area of Making Effective Use of Educational Opportunities.
9. To formulate whatever implications, if any, for educational theory and practices as may be derived from the analysis and interpretation of the data collected through this research.

Definition of Terms.--The significant terms which have been used throughout this study are defined below.

1. The term "Educational Arrangements" as used in this study refers to all of the physical facilities, personnel, and finances which are permissive or prescribed by law which are designed to furnish educational opportunity to children and youth.
2. The term "Educational program" as used in this study refers to all of the curricular offerings, extra curricular or co-curricular activities, and auxiliary services which legally constitute the institutional program of the public schools as it seeks to serve the educational needs of children and youth.
3. The term "opinion" as used in this study refers to any more or less defined, either expressed or non-expressed with its accompanying emotional coloring which to any degree motivates the type of reaction of the individual to a problem.
4. The term "Policy" as used in this study refers to the clearly defined and accepted patterns of action designed to foster the effective administration of the educational program of the school.
5. The term "Public Relations" as used in this study refers to the two-fold conceptualized purposes expressed by Kyte: (1) ...Keeping the public intelligently informed regarding the educational program and school conditions, (2) Appraising the school officials and employees of community conditions and the people's attitude toward the educational program.¹

Locale and Research Design.--Significant aspects of the locale and design of this research are characterized in the statements below:

1. Locale: This study was conducted in Knoxville, Tennessee, at the Austin High School, which was the center of the field-work necessary

¹

George C. Kyte, The Principal at Work, (New York, 1941), p. 256.

to the collection of the data as well as the preliminary work of the tabulation and organization of the data.

2. Period of Study: This research was carried out during the second semester and summer semester of the 1955-1956 school year, although much of the preliminary planning and orientation to the problem took place in the Field-Survey Project.
3. Research Method: The Descriptive-Survey Method of research, utilizing the specific techniques of the questionnaire and interview, was used to collect the necessary data required to fulfilled the expressed purposes of this study.
4. Subjects: The subjects involved in this study were (a) forty teachers, (b) thirty-five students enrolled in the Austin High School, and (c) sixty-five lay citizens of Knoxville, Tennessee.
5. Instruments:¹ The data gathering instruments which were used in this research were: (a) the questionnaire series: "What Do You Think?" of the How to Conduct the Follow-up Study, developed by the Illinois Secondary School Curriculum Program (Bulletin 11), and (b) significant interviews with key-individuals wherever indicated.
6. Criterion of Reliability: The criterion of reliability for appraising the data was the accuracy and authenticity of the responses of the subjects to the items on the questionnaire which constituted the main source of data. The "Index of Importance" was a weighted-value of the positive reactions of the group of subjects to a specific item on the questionnaire.
7. Treatment of Data: (a) The data from the questionnaires and interviews were assembled in appropriate tables and figures which, in turn, were statistically treated as determined by the nature and purposes of the research, and (b) the Findings, Conclusions, Implications, and Recommendations stemming from the analysis and interpretation of the data was presented in the finished thesis copy.

Summary of Related Literature.--The review of the Related Literature pertaining to the problem is centered in the concept of democratic community-school relationships, and which is directly concerned with the opinions of the community in regard to the effectiveness of the educational program, has revealed that there is a general agreement that in a democratic society, the

¹ Kenneth B. Henderson and John E. Goewita, How to Conduct the Follow-Up Study, Questionnaire series: "What Do You Think?", Illinois Secondary School Curriculum Program, Bulletin 11, 1950.

community, which includes lay people, school personnel and students, has a definite obligation to concern itself with the promotion of a more effective school program.

With reference to the importance of this mutual responsibility, writers in the field set forth the following concepts:

1. Citizens are becoming increasingly conscious of the importance of cooperative effort on the part of the public in the maintenance of better schools.
2. The educational program of the public schools is the primary and continuous concern of the total citizenry of any community.
3. In a democratic society, in order to aid in providing educational facilities for the schools, it is the right of patrons and other lay people to know what the schools are trying to accomplish.
4. It is the duty of the principal as an administrator to keep the public in touch with factual information concerning the school's needs and program.

Illustrative of the professional thinking upon the problem of bringing the school and the community together in an effort to provide an adequate educational program for all, are the significant statements which follow:

Hand states:

It is axiomatic that more democratic schools can be only to the degree that parents and teachers are able to constitute themselves a working unit...To achieve such a working unit, it is necessary for the teacher and the parent to understand one another in reference to all important considerations which have a bearing on the work of the school. Not only must teachers understand parents, and vice versa, but teachers must become aware of the views of their colleagues, and parents must discover the associated opinions of their fellow patrons, if the basis for effective home-school unity is to be had.

Krug makes this comment on curriculum planning:

It should also be remembered that it is this first aspect of curriculum planning that the people can and should play their most significant role. Lay citizens, untrained in techniques of professional education, are not competent to go far into the question of how things should be taught; but they are and should be very important factors in

deciding what it is that should be taught..On overall philosophy and guiding objectives lay people should not only be "invited in" they should be gone to and sought out for their contribution.

Douglas says this of the principal:

The principal should study his community, its resources, and keep it informed regarding the work of the school. The public is too busy to find out by its own efforts just what the schools are doing, therefore they should be informed by those in whom the administration of the school is placed.

Summary of the Basic Findings.--The following findings are drawn directly from the interpretations of the data as collected in the study.

Area of Earning a Living
(Tables 1 through 6)

Question: Do You Think the High School Should Help Pupils Secure Information About Vocations? Table 1

From the three groups, forty teachers, thirty-five students, and sixty-five laymen there was 100 per cent "yes" responses to show an Index of Importance for each of 2.90, 2.74, and 2.95 respectively.

Question: Do You Think the High School Should Help Pupils Discover Their Vocational Interests and Abilities? Table 2

From the forty teachers and sixty-five layment there was 100 per cent "yes" responses to show Indices of Importance of 2.83 and 2.92 respectively. From the students there were 34 or 97.1 per cent "yes" responses and 1 or 2.9 per cent "uncertain responses to show an index of Importance of 2.68.

Question: Do You Think the High School Should Help Pupils Make A Wise Occupational Choice? Table 3

From the forty teachers and sixty-five layment there was 100 per cent "yes" response to show Indices of Importance of 2.75 and 2.91 respectively. From the student group there were 30 or 85.7 per cent "yes" responses, 3 or 8.6 "uncertain" responses, and 2 or 4.7 per cent "no" responses to show an index of Importance of 2.41.

Question: Do You Think the High School Should Help Pupils
Prepare for Their Chosen Vocations?

Table 4

From the forty teachers and sixty-five laymen there were 100 per cent "yes" responses to show Indices of Importance of 2.78 and 2.92 respectively. From the student group there were 31 or 88.5 "yes" responses, 2 or 8.6 "uncertain" responses, and 1 or 2.9 "no" responses to show an Index of Importance of 2.58.

Question: Do You Think the High School Should Help Pupils
Develop Good Work Habits?

Table 5

From the forty teachers and sixty-five laymen there was 100 per cent "yes" response to show Indices of Importance of 2.88 and 2.93 respectively. From the group of students there were 34 or 97.1 per cent "yes" responses and 1 or 2.9 per cent "uncertain" responses to show an Index of Importance of 2.71

Question: Do You Think the High School Should Help Pupils
Get a Job and Make Good In It?

Table 6

From the group of teachers 25 or 62.5 per cent gave "yes" responses, 10 or 25 per cent gave "uncertain" responses, and 12.5 per cent gave "no" responses from the group of students there were 16 or 45.7 "yes" responses, 14 or 40 per cent "uncertain" responses, and 5 or 14.3 per cent "no" responses. From the laymen's group there were 53 or 81.5 per cent "yes" responses and 12 or 18.5 per cent "uncertain" responses to show Indices of Importance of 2.84, 2.63, and 2.94 respectively.

Question: Do You Think the High School Should Help Pupils
Acquire Good Manners, Poise, and Self-confidence?

Table 7

From the teachers and laymen groups there were 100 per cent "yes" responses to show Indices of Importance of 2.90 and 2.95 respectively. From the student group there were 33 or 94.3 per cent "yes" responses and 2 or 5/7 "uncertain" responses to show an Index of Importance of 2.70.

Question: Do You Think the High School Should Help Pupils
Improve Their Personal Appearance?

Table 8

From the teachers' and laymen's groups there were 100 per cent "yes" responses to show Indices of Importance of 2.78 and 2.91 respectively, From the students group there were 32 or 91.4 per cent "yes" responses, and 3 or 8.6 "uncertain" responses to show an Index of Importance of 2.53.

Question: Do You Think the High School Should Help Pupils
Learn to Control Emotions and Conduct?

Table 9

From the teachers' and laymen's groups there were 100 per cent "yes" responses to show Indices of Importance of 2.68 and 2.83 respectively. From the student group 33 or 94.2 per cent "yes" responses, 1 or 2.9 per cent "uncertain" responses, and 1 or 2.9 "no" responses to show an Index of Importance of 2.36.

Question: Do You Think the High School Should Help Pupils
Acquire the Ability to Speak More Effectively
and Enjoyably?

Table 10

From the teachers' and laymen's groups there were 100 per cent responses to show Indices of Importance of 2.88 and 2.95 respectively. From the students group there were 31 or 88.6 per cent "yes" responses, 2 or 5.7 "uncertain" responses, and 2 or 5.7 per cent "no" responses to show an Index of Importance of 2.65.

Question: Do You Think the High School Should Help Pupils Acquire
the Ability to Write More Effectively and Enjoyably?

Table 11

From the teachers' and laymen's groups there were 100 per cent responses to show Indices of Importance of 2.90 and 2.93 respectively. From the students group there were 29 or 82.9 per cent "yes" responses, 5 or 14.2 per cent "uncertain" responses to show an Index of Importance of 2.59.

Question: Do You Think the High School Should Help Pupils
Acquire the Ability to Read More Effectively and

Table 12

Enjoyably?

From the teachers' and laymen's groups there were 100 per cent "yes" responses to show Indices of Importance of 2.83 and 2.91 respectively. From the student group there were 32 or 91.4 per cent "yes" responses and 3 or 8.6 per cent "uncertain" responses to show an index of importance of 2.59.

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Get Along Happily With Other People? Table 13

From the teachers' and laymen's groups there were 100 per cent "yes" responses to show indices of importance of 2.83 and 2.93 respectively. From the student group there were 32 or 91.4 per cent "yes" responses, 1 or 2.9 per cent "uncertain" responses and 2 or 5.7 per cent "no" responses to show an index of importance of 2.56.

Question: Do You Think the High School Should Help Pupils Develop Intellectual Interests in Order to Become More Cultivated and Cultured Persons? Table 14

From the teachers' and laymen's groups there were 100 per cent "yes" responses to show indices of importance of 2.85 and 2.93 respectively. From the student group there were 33 or 94.3 per cent "yes" responses and 2 or 5.7 per cent "uncertain" responses to show an index of importance of 2.64.

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Distinguish Right From Wrong and to Guide Their Actions Accordingly? Table 15

From the teachers' group there were 36 or 90 per cent "yes" responses, 3 or 7.5 per cent "uncertain" responses and 1 or 2.5 per cent "no" responses to show an index of importance of 2.80. From the students' and laymen's groups there were 100 per cent "yes" responses to show indices of importance of 2.69 and 2.93 respectively.

Question: Do You Think the High School Should Help Pupils Solve Their Personal Problems? Table 16

From the teachers' group there were 24 or 60 per cent "yes" responses, 15 or 37.5 per cent "uncertain" responses, and 1 or 2.5 per cent "no" responses to show an index of importance of 2.33. From the student group there were 23 or 65.7 per cent "yes" responses, 11 or 31.4 per cent "uncertain" responses, and 2.9 "no" responses to show an index of importance of 1.78. From the laymen group there were 60 or 92.3 per cent "yes" responses, 3 or 4.6 per cent "no" responses to show an index of importance of 2.89.

Question: Area of Living Healthfully and Safely Tables 17 through 21

Do You Think the High School Should Help Pupils Acquire the Ability to Care for Their Health and to Develop Good Health Habits? Table 17

From the teachers' and laymen's groups there were 100 per cent "yes" responses to show indices of importance of 2.83 and 2.92 respectively. From the student group there were 91.4 per cent "yes" responses and 8.6 "uncertain" responses to show an index of importance of 2.63.

Question: Do You Think the High School Should Help Pupils to Select a "Family Doctor" and to Acquire the Habit of Consulting Him Systematically? Table 18

From the teacher group there was 100 per cent "yes" response to show an index of importance of 2.63. From the student group there were 20 or 57 per cent "yes" responses and 15 or 43 per cent "uncertain" responses to show an index of importance of 1.75. From the laymen group there were 55 or 84.6 per cent "yes" responses, 8 or 12.3 per cent "uncertain" responses, and 2 or 3.1 per cent "no" responses to show an index of importance of 2.79.

Question: Do You Think the High School Should Help Pupils Table 19

Learn to Select a "Family Dentist" and Acquire the
Habit of Visiting Him Regularly?

From the teacher group there was 100 per cent "yes" responses to show an index of importance of 2.58. From the student group there was 19 or 54.3 per cent "yes" responses and 16 or 45.7 per cent "no" responses to show an index of importance of 1.74. From the laymen group there were 55 or 84.6 per cent "yes" responses, 8 or 12.3 "uncertain" responses, and 2 or 3.1 per cent "no" responses to show an index of importance of 2.78.

Question: Do You Think the High School Should Help Pupils Table 20
Learn to Prevent Accidents and to Acquire Safety
Habits?

From the teachers' and laymen's groups there were 100 per cent "yes" responses to show indices of importance of 2.63 and 2.83 respectively. From the student group there were 31 or 88.6 per cent "yes" responses, 2 or 5.7 per cent "uncertain" response, and 2 or 5.7 per cent "no" responses to show an index of importance of 2.29.

Question: Do You Think the High School Should Help Pupils Table 21
Learn How to Drive and Care for an Automobile?

From the teacher group there were 100 per cent "yes" responses to show an index of importance of 2.53. From the student group there were 100 per cent "yes" responses to show an index of importance of 2.23. From the laymen group there were 42 or 64.6 per cent "yes" responses, 14 or 21.6 per cent "uncertain" responses, and 9 or 13.8 per cent "no" responses to show an index of importance of 2.69.

Question: Area of Managing Personal Finances Wisely Tables 22 through 24

Do You Think the High School Should Help Pupils Table 22
Learn How to Spend Money Wisely?

From the teacher group there were 32 or 80 per cent "yes" responses, 3 or 7.5 per cent "uncertain" responses, and 5 or 12.5 per cent "no"

responses to show an index of importance of 2.84. From the student group there were 18 or 51.4 per cent "yes" responses, 8 or 22.9 per cent "uncertain" responses, and 9 or 25.7 per cent "no" responses, to show an index of importance of 1.78. From the laymen group there was 100 per cent "yes" responses to show an index of importance of 2.91.

Question: Do You Think the High School Should Help Pupils Table 23
Learn How to Use the Facilities of a Bank and to
Develop Habits of Thrift?

From the teacher group there were 37 or 92.5 per cent "yes" responses and 3 or 7.5 "no" responses to show an index of importance of 2.59. From the student group there were 32 or 91.4 per cent "yes" responses, and 3 or 8.6 per cent "no" responses to show an index of importance of 2.25. From the laymen group there were 60 or 92.3 per cent "yes" responses, 3 or 4.6 per cent "uncertain" responses, and 2 or 3.1 per cent "no" responses to show an index of importance of 2.91.

Question: Do You Think the High School Should Help Pupils Table 24
Learn How to Buy Life Insurance and Securities
Wisely?

From the teacher group there was 100 per cent "yes" responses to show an index of importance of 2.18. From the student group there were 20 or 57 per cent "yes" responses, 7 or 20 per cent "uncertain" responses, and 8 or 23 per cent "no" responses to show an index of importance of 2.55. From the laymen group there were 52 or 80 per cent "yes" responses, 8 or 12.3 per cent "uncertain" responses and 5 or 7.7 per cent "no" responses to show an index of importance of 2.57.

Question: Area on Spending Leisure Time Wholesomely and Wisely Tables 25 through 36
Do You Think the High School Should Help Pupils
Learn How to Play Athletic Games and Sports?

From the teacher group there were 29 or 72.5 per cent "yes" responses,

11 or 27.5 per cent "uncertain" responses to show an index of importance of 2.20. From the student group there was 100 per cent responses to show an index of importance of 2.26. From the laymen group there was 43 or 66.1 per cent "yes" responses, 20 or 30.8 "uncertain" responses and 2 or 3.1 per cent "no" responses to show an index of importance of 2.63.

Question: Do You Think the High School Should Help Pupils Develop One or More Out Door Hobbies? Table 26

From the teacher group there were 32 or 80 per cent "yes" responses and 8 or 20 per cent "uncertain" responses to show an index of importance of 2.51. From the student group there were 33 or 94.3 per cent "yes" responses and 2 or 5.7 "no" responses to show an index of importance of 2.82. From the laymen group there were 38 or 58. Five "yes" responses, 20 or 30.8 "uncertain" responses, and 7 or 10.7 "no" responses to show an index of importance of 2.63.

Question: Do You Think the High School Should Help Pupils Develop One or More "Making it Go" or "Tinking" Hobbies? Table 27

From the teacher group there were 30 or 75 per cent "yes" responses, 7 or 12.7 "uncertain" responses, and 3 or 7.5 per cent "no" responses to show an index of importance of 2.87. From the student group there were 28 or 80 per cent "yes" responses and 7 or 20 per cent "uncertain" responses to show an index of importance of 2.79. From the laymen group there were 23 or 35.4 per cent "yes" responses, 34 or 52.3 per cent "uncertain" responses, and 8 or 12.3 per cent "no" responses to show an index of importance of 2.87.

Question: Do You Think the High School Should Help Pupils Develop One or More Art Hobbies? Table 28

From the teacher group there were 24 or 60 per cent "yes" responses, 8 or 20 per cent "uncertain" responses, and 8 or 20 per cent "no" responses

to show an index of importance of 2.70. From the students group there were 28 or 80 per cent "yes" responses, 7 or 20 per cent "uncertain" responses to show an index of importance of 2.62. From the laymen group there were 35 or 54 per cent "yes" responses, 21 or 32 per cent "uncertain" responses, and 9 or 14 per cent "no" responses to show an index of importance of 2.86.

Question: Do You Think the High School Should Help Pupils Table 29
Learn to Sing or Play a Musical Instrument?

From the teacher group three were 34 or 85 per cent "yes" responses and 6 or 15 per cent "uncertain" responses to show an index of importance of 2.49. From the student group there was 100 per cent "yes" responses to show an index of importance of 1.97. From the laymen group there were 32 or 49.2 per cent "yes" responses, 30 or 46.2 per cent "uncertain" responses, and 3 or 4.6 per cent "no" responses to show an index of importance of 2.44.

Question: Do You Think the High School Should Help Pupils Table 30
Acquire the Ability to Select and Enjoy Good Music?

From the teacher group there was 100 per cent response to show an index of importance of 2.37. From the student group there were 31.88 or 88.5 per cent "yes" responses, 3 or 8.6 per cent "uncertain" responses, and 1 or 2.9 per cent "no" responses to show an index of importance of 1.94. From the laymen group there were 55 or 84.6 per cent responses, 9 or 13.8 per cent "uncertain" responses, and 1 or 1.6 per cent responses to show and index of importance of 2.73.

Question: Do You Think the High School Should Help Pupils Table 31
Learn How to Get the Best Out of Radio?

From the teacher group there was 100 per cent "yes" responses to

show an index of importance of 2.50. From the student group there were 27 or 77 per cent "yes" responses, 3 or 8.6 per cent "uncertain" responses, and 5 or 14.4 per cent "no" responses to show an index of importance of 2.00. From the laymen group there were 44 or 67.7 per cent "yes" responses, 15 or 23.1 per cent "uncertain" responses, and 6 or 9.2 per cent "no" responses to show an index of importance of 2.67.

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Select and Enjoy Good Motion Pictures? Table 32

From the teachers group there was 100 per cent "yes" response to show an index of importance of 2.55. From the student group there were 34 or 97.1 per cent "yes" responses, and 1 or 2.9 per cent "uncertain" responses to show an index of importance of 2.29. From the laymen group there were 42 or 64.6 per cent "yes" responses, 15 or 23.1 per cent "uncertain" responses and 8 or 12.3 per cent "no" responses to show an index of importance of 2.69.

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Select and Enjoy Good Books and Magazines? Table 33

From the teacher and student group there were 100 per cent "yes" responses to show indices of importance of 2.38 and 2.23 respectively. From the laymen group there were 56 or 86.1 per cent "yes" responses, 4 or 6.2 per cent "uncertain" responses, and 5 or 7.7 "no" responses to show an index of importance of 2.73.

Question: Do You Think the School Should Help Pupils Acquire the Social Skills of Dancing, Playing Party Games, Doing Parlor Stunts, etc.? Table 34

From the teacher and student groups there were 100 per cent "yes" responses to show indices of importance of 2.80 and 1.91 respectively.

From the laymen group there were 37 or 56.9 per cent "yes" responses, 15 or 23.1 per cent "uncertain" responses and 13 or 20 per cent "no" responses to show an index of importance of 2.46.

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Take and Enjoyable Part in Dramatic Activities? Table 35

From the teacher and student groups there was 100 per cent "yes" response to show indices of importance of 2.20 and 1.89 respectively. From the laymen group there were 48 or 73.8 per cent "yes" responses, 13 or 20 per cent "uncertain" responses, and 4 or 6.2 per cent "no" responses to show an index of importance of 2.56.

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Select and Enjoy Good Plays? Table 36

From the teacher and student groups there was 100 per cent "yes" responses to show indices of importance of 2.20 and 2.00 respectively. From the laymen group there were 64 or 98.4 per cent "yes" responses and 1.6 per cent "uncertain" responses to show an index of importance of 2.67.

Area on Taking an Effective Part In Civic Affairs

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Conduct a Meeting Properly? Table 37

From the teacher and laymen groups there was 100 per cent "yes" response to show indices of importance of 2.55 and 2.81 respectively. From the student group there were 32 or 91.4 per cent "yes" responses, 3 or 8.6 per cent "uncertain" responses to show an index of importance of 2.31.

Question: Do You Think the High School Should Help Pupils Become Cooperative, Civic-Minded Persons? Table 38

From the teacher and laymen groups there was 100 per cent "yes"

responses to show indices of importance of 2.53 and 2.82 respectively. From the student group there were 34 or 97.1 per cent "yes" responses and 1 or 2.9 per cent "uncertain" responses to show an index of importance of 2.41.

Question: Do You Think the High School Should Help Pupils Table 39
Learn How to Live Democratically With Their Fellows?

From the teacher and student groups there was 100 per cent "yes" responses to show indices of importance of 2.68 and 2.49 respectively. From the laymen group there were 64 or 98.4 per cent to show an index of importance of 2.86.

Question: Do You Think the High School Should Help Pupils Table 40
Rid Themselves of Religious and Racial Prejudices?

From the teacher and student groups there was 100 per cent "yes" response to show indices of importance of 2.95 and 2.54 respectively. From the laymen group there were 61 or 93.8 per cent "yes" responses and 4 or 6.2 "no" responses to show an index of importance of 2.90.

Question: Do You Think the High School Should Help Pupils Table 41
Develop an Interest in Economic, Social, and
Political Affairs?

From the teacher and student groups there was 100 per cent "yes" response to show indices of importance of 2.60 and 2.46 respectively. From the laymen group there were 53 or 81.5 per cent "yes" responses, 5 or 7.7 per cent "uncertain" responses and 7 or 10.8 per cent "no" responses to show an index of importance of 2.61.

Question: Do You Think the High School Should Help Pupils Table 42
Acquire the Ability to Study and Solve Economic,
Social and Political Problems?

From the teacher and student groups there was 100 per cent "yes" response to show indices of importance of 2.95 and 2.43 respectively.

From the laymen group there were 50 or 76.9 per cent "yes" responses, 10 or 15.4 per cent "uncertain" responses, and 5 or 7.7 per cent "no" responses to show an index of importance of 2.84.

Question: Do You Think the School Should Help Pupils
Become Well-Informed and Sensitive "Citizens"
of the World?

Table 43

From the teacher and student groups there was 100 per cent "yes" responses to show indices of importance of 2.80 and 2.49 respectively. From the laymen group there were 57 or 87.7 per cent "yes" responses, 5 or 7.7 per cent "uncertain" responses and 3 or 4.6 per cent "no" responses to show an index of importance of 2.86.

Area of Preparing for Marriage Home-
Making and Parenthood
(Tables 44 through 48)

Question: Do You Think the High School Should Help Pupils
Develop and Maintain Wholesome Boy-Girl Relation-
ship?

Table 44

From the teacher and student groups there were 100 per cent responses to show indices of importance of 2.61 and 2.46 respectively. From the laymen group there were 55 or 84.6 per cent responses and 10 or 15.4 per cent "uncertain" responses to show an index of importance of 2.79.

Question: Do You Think the High School Should Help Pupils
Prepare for Wholesome Courtship?

Table 45

From the teacher and student groups there was 100 per cent "yes" responses to show indices of importance of 2.63 and 2.37 respectively. From the laymen group there were 41 or 63.1 per cent "yes" responses, 15 or 23.1 per cent "uncertain" responses and 9 or 13.8 per cent "no" responses to show an index of importance of 2.73.

Question: Do You Think the High School Should Help Pupils
Acquire the Ability to Manage a Home Intelligently?

Table 46

From the teacher and student groups there was 100 per cent "yes" responses to show indices of importance of 2.60 and 2.74 respectively. From the laymen group there were 61 or 93.8 per cent "yes" responses and 4 or 6.2 per cent "no" responses to show an index of importance of 2.80.

Question: Do You Think the High School Should Help Pupils In Reference to Sound Sex Education? Table 47

From the teacher and student group there was 100 per cent "yes" response to show indices of importance of 2.70 and 2.57 respectively. From the laymen group there were 57 or 87.7 per cent "yes" responses, 5 or 7.7 per cent "uncertain" responses, and 3 or 4.6 "no" responses to show an index of importance of 2.86.

Question: Do You Think the High School Should Help Pupils Learn to Rear Children Intelligently? Table 48

From the teacher and student group there was 100 per cent "yes" response to show indices of importance of 2.54 and 2.54 respectively. From the laymen group there were 33 or 50.8 per cent "yes" responses, 27 or 41.5 per cent "uncertain" responses, and 5 or 7.7 per cent "no" responses to show an index of importance of 2.82.

Area on Making Effective Use
Of Educational Opportunities
(Tables 49 through 56)

Question: Do You Think the High School Should Help Pupils to Choose Out-of-Class Activities? Table 49

From the teacher group there were 39 or 97.5 per cent "yes" responses, and 1 or 5.7 per cent "uncertain" responses to show an index of importance of 2.70. From the student group there were 33 or 94.3 "yes" responses, and 2 or 5.7 per cent "uncertain" responses to show an index of importance of 2.15. From the laymen group there were 54 or 83.1 per cent "yes" responses, 6 or 9.2 "uncertain" responses, and 5 or 7.7 per cent "no"

responses to show an index of importance of 2.71.

Question: Do You Think the High School Should Help Pupils Choose Appropriate School Subjects? Table 50

From the teacher and laymen group there was 100 per cent response to show indices of 2.73 and 2.88 respectively. From the student group there were 30 or 85.7 per cent "yes" responses and 5 or 14.3 per cent "no" responses to show an index of importance of 2.47.

Question: Do You Think the High School Should Help Pupils Develop Good Study Habits? Table 51

From the teacher group there were 35 or 87.5 per cent "yes" responses, and 5 or 12.5 per cent "uncertain" responses to show an index of importance of 2.70. From the student group there were 34 or 97.1 per cent "yes" responses and 1 or 2.9 per cent "no" responses to show an index of importance of 2.56. From the laymen group there was 100 per cent "yes" response to show an index of importance of 2.91.

Question: Do You Think the High School Should Help Pupils In Deciding Whether or Not to Attend a Trade or Other Vocation School? Table 52

From the teacher and student groups there was 100 per cent "yes" responses to show indices of importance of 2.72 and 2.54. From the laymen group there were 57 or 87.7 per cent "yes" responses and 3 or 4.6 per cent "no" responses and 5 or 7.7 per cent "uncertain" responses to show an index of importance of 2.86.

Question: Do You Think the High School Should Help Pupils Choose a Trade or Other Vocational School if Attendance at Such an Institution is Intended? Table 53

From the teacher and student groups there was 100 per cent "yes" response to show indices of importance of 2.62 and 2.40 respectively. From the laymen group there were responses, and 7 or 10.8 "no" responses to show an index of importance of 2.65.

Question: Do You Think the High School Should Help Pupils in
Deciding Whether or Not to Go to College?

Table 54

From the teacher group there were 34 or 85 per cent "yes" responses, and 6 or 15 per cent "uncertain" responses to show an index of importance of 2.66. From the student group there were 30 or 85.7 "yes" responses, 4 or 11.4 "uncertain" responses and 1 or 2.9 "no" responses to show an index of importance of 2.33. From the laymen group there were 52 or 80 per cent "yes" responses, 12 or 18.4 "uncertain" responses and 1 or 1.6 "no" responses to show an index of importance of 2.81.

Question: Do You Think the High School Should Help Pupils
Choose a College if Attendance at Such an Insti-
tution is Planned?

Table 55

From the teacher group there were 34 or 85 per cent "yes" responses and 15 per cent "uncertain" responses to show an index of importance of 2.52. From the student group there was 100 per cent "yes" response to show an index of importance of 2.37. From the laymen group there was 51 or 78.4 per cent "yes" responses, 7 or 10.8 per cent "uncertain" responses, and 7 or 10.8 "no" responses to show an index of importance of 2.80.

Question: Do You Think the High School Should Help Pupils
Secure Adequate Preparation For Successful Col-
lege Work if Attendance at Such an Institution
Is Attended?

Table 56

From the teacher and laymen groups there was 100 per cent "yes" responses to show indices of importance of 2.73 and 2.91 respectively. From the student group there were 30 or 85.7 per cent "yes" responses and 5 or 14.3 per cent "uncertain" responses to show an index of importance of 2.47.

Conclusions.-- The findings in this study seem to warrant the following conclusions:

1. The overall data revealed that the members of all three groups seem to have similar opinions, which were favorable for the high school to provide learning experience in the areas of Earning a Living and Making Effective Use of Educational Opportunities.
2. The overall data revealed that the members of the teachers and laymen groups tend to have favorable opinions toward the high school providing learning experiences in the areas of Developing and Effective Personality, Living Healthfully and Safely, and Managing Personal Finances Wisely.
3. The overall data revealed that the members of the teachers and students group tend to hold favorable opinions concerning the high school providing learning experiences in the areas of Spending Leisure Time Wholesomely and Enjoyably, Taking an Effective Part in Civic Affairs, and Preparing for Marriage, Home-Making, and Parenthood.
4. That a public relations program could be initiated for the purpose of impressing the community as to the importance of various phases of the educational program in which they seemed to express little concern.

Implications.-- The analysis and interpretations in this study appear to reveal the following significant implications:

1. It is evident that the curriculum offerings of the Austin High School, in those areas that seemed to have the approval of the entire community be maintained to meet the educational needs of the students and community;
2. That there are areas in which the three groups seemed to be of different opinions as to the importance of the program, that the guidance program could be made more effective;
3. There appears to be a definite need for a student-centered point-of-view in the objectives of the school program;
4. Students should be kept informed concerning the possibilities offered in and around the city of Knoxville,

in the field of vocations.

5. There, also, appears to be the need for the re-vitalization of the in-service training program, especially to emphasize those areas in which teachers seem to place minor importance.
6. The effectiveness of the educational program will be determined largely by the cooperative attitude of all the people of the community, teachers, students, parents, and lay citizens.

Recommendations.--The following recommendations are made as a result of the findings in this study:

1. That there be a continued study of the objectives and philosophy of the school to make certain that they reflect the educational needs of the students and contribute to their fulfillment.
2. That the in-service training program of teachers be revised and expanded so that emphasis might be placed on those areas which teachers indicated to be of less value.
3. Further study be made of the guidance of pupils into the various vocational programs now available. Students should be assisted in learning more about their own skills and abilities and the opportunities available.
4. That consideration be given to the ways by which the school can make a more effective contribution to the personal problems which young people face; for example, boy-girl relations, sex education, family problems and marriage.
5. That the teaching of the Bible be established as a part of the curriculum of Austin High School.
6. Greater interaction between the school and community should be developed by:
 - a. Using all community resources in learning experiences and improvement of the educational program,
 - b. Analyzing continually the community to determine needs and social forces operating therein; to obtain census data, to learn more about the socio-economic forces of the community and using the results to build a better school program,

- c. Keep the community informed of the services and programs provided by Austin High School, and using citizens in solving programs confronting the school through the P.T.A. and other organizations.

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APPENDIX

Appendix A

Criteria for evaluating an effective guidance program.¹

1. Is there an organized program of guidance?
 - a. Is it planned in harmony with a modern concept of pupil growth and development?
 - b. Is it decentralized sufficiently so that all teachers participate, and all pupils have some one with whom they enjoy continuous, helpful contact?
 - c. Is it a dynamic program based upon the belief in the possible growth of teachers as well as of pupils?
 - d. What is being done to promote such growth and development on the part of the staff?
2. Are entering students prepared for making a satisfactory adjustment prior to their actual admission?
 - a. Is there a cordial cooperative relationship between the school from which the pupil is transferring and the one which he is entering?
 - b. Is there an attempt to make this transition of the pupil as easy as possible, striving to arrive at a program of continuous, unbroken education for a given pupil?
 - c. Does the school inform the contributing school adequately regarding its policies and program, so that the sending school may make its contribution to the satisfactory transfer?
 - d. Does the school get relatively complete information from the sending school as to the pupil, his achievement, adjustment, aptitudes, interest and problems?
 - e. Does the school give adequate information to the incoming pupil and his parents as to the purposes of the school, its complete program, and suggestions for satisfactory early adjustment?

¹Shirley A. Hamrin and Clifford E. Erickson, Guidance in the Secondary School (New York, 1939), pp. 329-331.

criteria

3. Are the pupils assisted in becoming oriented to the school?
 - a. Are provisions made to inform beginning pupils as to the school organization and program?
 - b. Are provisions made to assist the pupil in using advantageously the complete facilities of the school, including the library and study hall?
 - c. Does the school aid in the social adjustment of its incoming students?
4. Are the pupils the center of attention and systematic study?
 - a. Does the cumulative record of each pupil contain information relative to the following: the physical health of the pupil including his speech, his educational history, a record of his psychological abilities, his family background, and home life, his interests, and his plans for the future?
 - b. Is the concern for the "whole pupil"?
 - c. Are the materials in the individual folders significant?
 - d. Is this material used effectively in dealing with the "pupil-in-the-situation"?
5. Has the school studied its own situation, not only to inform others, but also to make necessary adaptations to the needs of the student population?
6. Are pupils assisted in their personal and social adjustments?
 - a. Is provision for doing this through the group approach?
 - b. Is provision made for individual counselling and conferences in this area?
7. Are provisions made for pupils to learn of educational and vocational opportunities?
 - a. Is something done in this regard throughout all the years of a pupil's stay in school?
 - b. Are the methods used in harmony with the more recent suggestions in this regard?

criteria

8. Are pupils assisted in planning both for their educational and vocational opportunities?
 - a. Is systematic provisions made for an annual inventory?
 - b. Is the counselling of such a nature that it stimulates rather than retards pupil judgment, initiative, and independence?
 - c. Do students participate in this process?
9. Are students prepared to bridge the next gap?
 - a. Does the school contact colleges which the students are likely to attend and prospective employers in order to assist the students in their respective transfers
 - b. Is this done through an organized study?
 - c. Is there an agency for assisting in the placement of those desiring employment?
10. Does the school carry on a follow-up program?
 - a. Are the results utilized in making readjustments within the school?
 - b. Is this live material available for the purposes of student motivation and information?

A QUESTIONNAIRE TO DETERMINE TO WHAT EXTENT THE CURRICULUM
OF AUSTIN HIGH SCHOOL, OF KNOXVILLE, TENNESSEE,
IS GEARED TO MEET THE NEEDS OF THE COMMUNITY
WHICH IT SERVES. 1955-1956

QUESTIONNAIRE

DIRECTIONS:

1. It is easy to fill out this questionnaire. You simply check the answer that tells what you think about each question.
2. Do not sign your name. Nobody wants to know "who said what."
3. Please answer every question.

May I thank you at this time for your interest and cooperation in returning this questionnaire properly executed.

1. Do you think the high school should help pupils secure vocational information, information about occupational opportunities, supply and demand, conditions of work, pay training required, "what it takes to make good," etc.? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very Important.
2. _____ Important.
3. _____ Not particularly important.

2. Do you think the high school should help pupils discover their vocational interests and abilities? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very Important.
2. _____ Important.
3. _____ Not particularly important.

3. Do you think the high school should help pupils make a wise occupational choice? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

4. Do you think the high school should help pupils prepare for their chosen vocations? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

5. Do you think the high school should help pupils develop good work habits? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

6. Do you think the high school should help pupils get a job and make good in it? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

7. Do you think the high school should help pupils acquire good manners, poise, and self-confidence? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
2. _____ Important.
3. _____ Not particularly important.

8. Do you think the high school should help pupils improve their personal appearance? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer is "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
2. _____ Important.
3. _____ Not particularly important.

9. Do you think the high school should help pupils learn to control emotions and conduct? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
2. _____ Important.
3. _____ Not particularly important.

10. Do you think the high school should help pupils acquire the ability to speak more effectively and enjoyably? (Check one)

1. _____ Yes
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
2. _____ Important.
3. _____ Not particularly important.

11. Do you think the high school should help pupils acquire the ability to write more effectively and enjoyably? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
2. _____ Important.
3. _____ Not particularly important.

12. Do you think the high school should help pupils acquire the ability to read more effectively and enjoyably? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
2. _____ Important.
3. _____ Not particularly important.

13. Do you think the high school should help pupils acquire the ability to get along happily with other people? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
2. _____ Important.
3. _____ Not particularly important.

14. Do you think the high school should help pupils develop intellectual interests in order to become more cultivated and cultured persons? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
2. _____ Important.
3. _____ Not particularly important.

15. Do you think the high school should help pupils acquire the ability to distinguish right from wrong and to guide their actions accordingly? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.

- 2. ☐ Important.
- 3. ☐ Not particularly important.

16. Do you think the high school should help pupils solve their personal problems? (Check one)

- 1. ☐ Yes.
- 2. ☐ Uncertain.
- 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

- 1. ☐ Very important.
- 2. ☐ Important.
- 3. ☐ Not particularly important.

17. Do you think the high school should help pupils acquire the ability to care for their health and to develop good health habits? (Check one)

- 1. ☐ Yes
- 2. ☐ Uncertain.
- 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

- 1. ☐ Very important.
- 2. ☐ Important.
- 3. ☐ Not particularly important.

18. Do you think the high school should help pupils learn how to select a "family doctor" (i.e., learn how to recognize a "quack") and to acquire the habit of consulting him systematically? (Check one)

- 1. ☐ Yes.
- 2. ☐ Uncertain.
- 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

- 1. ☐ Very important.
- 2. ☐ Important.
- 3. ☐ Not particularly important.

19. Do you think the high school should help pupils learn how to select a "family dentist" and to acquire the habit of visiting him regularly? (Check one)

- 1. ☐ Yes
- 2. ☐ Uncertain.
- 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

- 1. ☐ Very important.
- 2. ☐ Important.
- 3. ☐ Not particularly important.

20. Do you think the high school should help pupils learn how to prevent accidents to themselves and to others and to acquire safety habits?
(Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

21. Do you think the high school should help pupils who are legally old enough to learn how to drive and care for an automobile? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

22. Do you think the high school should help pupils learn how to spend money wisely? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

23. Do you think the high school should help pupils learn how to use the facilities of a bank and to develop habits of thrift? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

24. Do you think the high school should help pupils learn how to buy life insurance and securities wisely? (Check one)

1. ☐ Yes.

2. _____ Uncertain.
 3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
 2. _____ **Important.**
 3. _____ Not particularly important.

25. Do you think the high school should help pupils learn how to play athletic games and sports? (Check one)

1. _____ Yes.
 2. _____ Uncertain.
 3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
 2. _____ Important.
 3. _____ Not particularly important.

26. Do you think the high school should help pupils develop one or more outdoor activity hobbies (gardening, camping, fishing, etc.)?

1. _____ Yes.
 2. _____ Uncertain.
 3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
 2. _____ Important.
 3. _____ Not particularly important.

27. Do you think the high school should help pupils develop one or more "making things," "making it go," or "tinkering" hobbies? (Check one)

1. _____ Yes.
 2. _____ Uncertain.
 3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
 2. _____ Important.
 3. _____ Not particularly important.

28. Do you think the high school should help pupils develop one or more art hobbies (sketching, painting, designing, collecting art objects, etc.)? (Check one)

1. _____ Yes.
 2. _____ Uncertain.
 3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
2. _____ Important.
3. _____ Not particularly important.

29. Do you think the high school should help pupils learn to sing or play a musical instrument? (Check one)

1. _____ Yes
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
2. _____ Important.
3. _____ Not particularly important.

30. Do you think the high school should help pupils acquire the ability to select and enjoy good music? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
2. _____ Important.
3. _____ Not particularly important.

31. Do you think the high school should help pupils learn how to get the best out of the radio? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
2. _____ Important
3. _____ Not particularly important.

32. Do you think the high school should help pupils acquire the ability to select and enjoy good motion pictures? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
2. _____ Important.
3. _____ Not particularly important.

33. Do you think the high school should help pupils acquire the ability to select and enjoy good books and magazines? (Check one)

1. _____ Yes.
 2. _____ Uncertain.
 3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
 2. _____ Important.
 3. _____ Not particularly important.

34. Do you think the high school should help pupils acquire the social skills of dancing, playing party games, doing parlor stunts, etc.? (Check one)

1. _____ Yes.
 2. _____ Uncertain.
 3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important
 2. _____ Important
 3. _____ Not particularly important.

35. Do you think the high school should help pupils acquire the ability to take an enjoyable part in dramatic activities? (Check one)

1. _____ Yes.
 2. _____ Uncertain.
 3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
 2. _____ Important.
 3. _____ Not particularly important.

26. Do you think the high school should help pupils acquire the ability to select and enjoy good plays? (Check one)

1. _____ Yes.
 2. _____ Uncertain.
 3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
 2. _____ Important.
 3. _____ Not particularly important.

37. Do you think the high school should help pupils acquire the ability

to conduct a meeting properly? (Check one)

- 1. ☐ Yes.
- 2. ☐ Uncertain.
- 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check One)

- 1. ☐ Very important.
- 2. ☐ Important.
- 3. ☐ Not particularly important.

38. Do you think the high school should help pupils become cooperative, community-minded persons? (Check one)

- 1. ☐ Yes.
- 2. ☐ Uncertain.
- 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

- 1. ☐ Very important.
- 2. ☐ Important.
- 3. ☐ Not particularly important.

39. Do you think the high school should help pupils learn how to live democratically with their fellows? (Check one)

- 1. ☐ Yes.
- 2. ☐ Uncertain.
- 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

- 1. ☐ Very important.
- 2. ☐ Important.
- 3. ☐ Not particularly important.

40. Do you think the high school should help pupils rid themselves of religious and racial prejudices? (Check one)

- 1. ☐ Yes.
- 2. ☐ Uncertain.
- 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

- 1. ☐ Very important.
- 2. ☐ Important.
- 3. ☐ Not particularly important.

41. Do you think the high school should help pupils develop an interest in economics, social, and political problems? (Check one)

- 1. ☐ Yes.
- 2. ☐ Uncertain.
- 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
2. _____ Important.
3. _____ Not particularly important.

42. Do you think the school should help pupils acquire the ability to study and help solve economic, social, and political problems? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very Important.
2. _____ Important.
3. _____ Not particularly important.

43. Do you think the high school should help pupils become well-informed and sensitive "citizens of the world?" (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
2. _____ Important
3. _____ Not particularly important.

44. Do you think the high school should help pupils develop and maintain wholesome boy-girl relationships? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
2. _____ Important
3. _____ Not particularly important.

45. Do you think the high school should help pupils prepare for a wholesome courtship? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.

2. _____ Important,
3. _____ Not particularly important.

46. Do you think the high school should help pupils acquire the ability to manage a home intelligently? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very Important.
2. _____ Important
3. _____ Not particularly important.

47. Do you think the high school should help pupils in reference to sound sex education? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
2. _____ Important.
3. _____ Not particularly important.

48. Do you think the high school should help pupils learn how to rear children intelligently? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
2. _____ Important
3. _____ Not particularly important.

49. Do you think the high school should help pupils choose appropriate out-of-class school activities? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
2. _____ Important.
3. _____ Not particularly important.

50. Do you think the high school should help pupils choose appropriate school subjects? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
2. _____ Important.
3. _____ Not particularly important.

51. Do you think the high school should help pupils develop good study habits? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very Important.
2. _____ Important.
3. _____ Not particularly important.

52. Do you think the high school should help pupils in deciding whether or not to attend a trade or other vocational school? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
2. _____ Important.
3. _____ Not particularly important.

53. Do you think the high school should help pupils choose a trade or other vocational school if attendance at such an institution is intended? (Check one)

1. _____ Yes.
2. _____ Uncertain.
3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important
2. _____ Important
3. _____ Not particularly important.

54. Do you think the high school should help pupils in deciding whether or not to go to college? (Check one)

1. _____ Yes.

2. _____ Uncertain.
 3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important
 2. _____ Important.
 3. _____ Not particularly important.

55. Do you think the high school should help pupils choose a college if attendance at such institution is planned? (Check one)

1. _____ Yes.
 2. _____ Uncertain.
 3. _____ No.

If your answer was "yes," important is it that the school give this help? (Check one)

1. _____ Very important
 2. _____ Important.
 3. _____ Not particularly important.

56. Do you think the high school should help pupils secure adequate preparation for successful college work if attendance at such an institution is intended? (Check one)

1. _____ Yes.
 2. _____ Uncertain.
 3. _____ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. _____ Very important.
 2. _____ Important.
 3. _____ Not particularly important

57. What other types of real-life or educational needs should the high school attempt to meet? Tell them here:
